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# **BTAA International Learning Mobility Benchmark**

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**PUBLIC REPORT - 2016**



**November 2016**

**Developed by Studymove Consultants**

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## INTRODUCTION

Headquartered in the Midwest, the Big Ten Academic Alliance (BTAA) is a consortium of the Big Ten member universities. For more than half a century, these world-class research institutions have advanced their academic missions, generated unique opportunities for students and faculty, and served the common good by sharing expertise, leveraging campus resources, and collaborating on innovative programs. Governed and funded by the Provosts of the member universities, BTAA mandates are coordinated by a staff from its Champaign, Illinois headquarters.

The BTAA International Learning Mobility Benchmark was established in May 2012 with the objective of developing a yearly report that contains detailed information about the international mobility strategies executed by BTAA members. The study aims to go beyond the annual data reported for the IIE Open Doors survey to create an additional set of institutional data to support program management and policy decisions. It also includes some data points previously collected by the BTAA Study Abroad Directors group.

In March 2016, a questionnaire was distributed to participating BTAA member universities. The questionnaire requested information about participation in Learning Abroad Programs and the management of learning mobility programs.

For the 2014-15 academic year, thirteen BTAA member institutions chose to participate. The benchmark report provides an extensive analysis of all the indicators and data collected through the questionnaire. It benchmarks the results of each participating university and includes the average and median of each indicator for all participating BTAA member universities from Fall 2014 through Summer 2015.

This version of the report provides an overview of student participation data in blinded form (only including average, median and range). The full report from the project also includes extensive program management and financial data that remains confidential within the group.

The 2016 report used data from the 2014-2015 academic year to compare and contrast the Learning Abroad Programs of thirteen BTAA member institutions in the following areas:

- **Student participation**
- **Destinations**
- **Program management**
- **Funding and support**
- **Inbound Learning Abroad students**
- **Student success**

In an important evolution from the first pilot report in 2013, the data reported in 2016, has a higher level of accuracy as participating institutions have had more time to adjust their reporting and data capture, and the project consultants have been able to improve the survey instrument. The group is also developing a common understanding of the data categories, so we are gaining confidence in the comparability of the data. In any case, differences in institutional structures and approaches to Learning Abroad need to be considered when interpreting the data.

Time-series data is now provided as a regular component of the report, showing progress made on key targets and changes in institutional approaches to learning abroad.

Benchmarking is a well-established method of comparing data across different organizations in order to improve policy development, management and administration. The Full Report has been developed using information provided by the following thirteen BTAA member universities:



**Purdue University**



**University of Nebraska - Lincoln**



**The University of Iowa**



**University of Wisconsin - Madison**



**University of Michigan**



**Indiana University**



**Michigan State University**



**University of Minnesota - Twin Cities**



**The Ohio State University**



**The Pennsylvania State University**



**Rutgers University**



**University of Illinois at Urbana-Champaign**



**University of Maryland**

Participating BTAA universities recognize the potential benefit of collectively addressing new areas of data reporting for student mobility. Considerable discussion continues to build consensus on which new areas of reporting should be prioritized, understanding that collective benchmarking can establish the strategic importance of an issue and vice-versa. This study moves the participating institutions beyond rhetoric on several key issues and creates a starting point for informed community discussions.



## METHODOLOGY

This study provides information and analysis based on the data reported by the thirteen participating BTAA universities. The report includes a comprehensive benchmarking analysis that compares international mobility strategies and performance of each participating institution against each other. The objective of this benchmark analysis is to identify standards and best practices that allow universities to improve their performance.

In order to provide additional comparison points, this study also includes aggregate, average and median values for each indicator. This version of the report does not include graphical representations that illustrate the position of each university in comparison to other universities, however, it includes the range of values provided by this group of universities.

**Average** - We calculate mean by dividing the total of all responses by the number of responses. With this information, universities are able to identify their position against the other universities and against the average of the group.

**Median** - The median is the exact middle point of the group when they are ranked in order. When the data is not symmetrical and universities report extreme values, the median (rather than the average) provides a more accurate indicator of any general tendency in the data.

For the graphical representations (Charts) in this report, we highlight the average with an orange circle  and the median with a dark red circle. 

Finally, we would like to highlight that this report contains information that is also included in IIE's Open Doors report. This important element will allow universities to assess their results and compare their figures with previous Open Doors reports in a more effective way. The report highlights the elements that correspond to an anticipated Open Doors response in green.

## ADDRESSING DEFINITIONS OF KEY TERMS

*Learning Abroad* has been chosen as a key term in this report to reflect the breadth of activities that are now occurring under the traditional term, *study abroad*. It is not intended to align with any particular institution but rather to move towards terminology that purposefully extends the scope of inclusion. This terminology also communicates with an international audience, where the term *international learning mobility* (European Union, 2009) has become commonly understood to represent many different forms of international education activities.

For the purpose of this report, non-credit learning abroad activities include all international academic-related activities that a student may undertake during their studies, that are deemed by their institution to hold value in terms of the learning experience and its contribution to their study program or their personal and professional development. As an example of the criteria used to evaluate non-credit learning abroad activities, the University of Minnesota has a policy that activities must meet one of the following criteria:

- An activity that fulfills a University of Minnesota academic degree requirements, such as research for a senior project.
- A work, intern, or volunteer experience of at least three weeks in duration.
- A work, intern, or volunteer program that includes systematic reflection/processing and is at least one week in duration.
- Travel of at least a week's duration within the context of an educational program that includes systematic reflection/processing. Individual travel (unless linked to credit) does not qualify.
- Sponsored research abroad.
- Other experiences abroad that the student's parent college has defined as educational and related to collegiate internationalization.

International students are those students defined as non-US citizens and permanent residents, normally classified as international students for the purpose of enrollment in study programs. The Forum on Education Abroad Glossary has been used as a reference for other terms used in this project.

## SECTION 1

# STUDENT PARTICIPATION DATA

The first section of the report provides an overview of student participation in Learning Abroad Programs at the participating institutions. The goal of the project was to collect data on all Learning Abroad Programs undertaken by students on their campuses, extending the national Open Doors data collection exercise to include non-credit activities and non-resident students. A more inclusive data set would more accurately reflect the success of campuses in promoting learning abroad and also the workload of the offices involved in the activity.

For the purpose of this report, non-credit learning abroad activities include all international academic-related activities that a student may undertake during their studies, that are deemed to hold value in terms of the learning experience and its contribution to their study program or their personal and professional development. An International student is defined as anyone studying at an institution of higher education in the United States on a temporary visa that allows for academic coursework. These include primarily holders of F (student) visas and J (exchange visitor) visas. Further working definitions used in this report are provided in the Appendix.

The initial editions of this report closely mirrored the Open Doors survey in student participation, only including new data categories in a few areas. As confidence in the data has increased, collection of data for non-credit learning abroad activities has become more inclusive. Although data collection in non-traditional areas remains a challenge for all institutions, data systems have been adapted and the quality of the data will continue to improve. In areas where the data is problematic, this is noted in the report and should be used with appropriate explanations and disclaimers when the data is used in other forums. The participating institutions recognize the value in having a more complete picture of learning abroad to inform policy and practice.

### 1.1. NUMBER OF LEARNING ABROAD STUDENTS

An important part of the project was to analyze the student participation rate in Learning Abroad Programs, defined as all international activities, credit and non-credit, recorded by the university. We requested information on the total number of students that undertook Learning Abroad Programs over several categories and during the period of Fall 2014 to Summer 2015.

The information provided by the thirteen reporting BTAA member universities was sufficient to make a preliminary analysis of student participation in Learning Abroad Programs.

These thirteen BTAA universities reported an aggregate of 34,334 students who participated in Learning Abroad Programs during Fall 2014 through Summer 2015 in comparison with 34,386 reported in the previous academic year. This figure includes U.S. citizens and international students from all academic levels and credit and non-credit Learning Abroad Programs (Table 1). Against the annual national total of 304,467 US participants reported in 2015 (2014-15 data) (IIE, 2015)



undertaking a bachelor degree and participating in a Learning Abroad Program, this group represents almost 9% of the national total.

The largest group of participants were U.S. residents with 26,253 undertaking a Learning Abroad Program for credit, representing the anticipated total reported to Open Doors. An additional 3,699 U.S. residents participated in a non-credit program in comparison with 3,589 reported in the previous academic year.

From the total of 34,334 participants, 29,045 students undertook a Learning Abroad Program for credit and 5,372 undertook a non-credit Learning Abroad Program (though data in this category should be used cautiously as it is likely to under-represent actual participation rates at many institutions).

All thirteen participating BTAA member universities reported a total of 2,467 international students that participated in a Learning Abroad Program with 1,830 of those students undertaking a Learning Abroad Program for credit.

**Table 1**  
**Total number of learning abroad students (All students)**

Student classification	CREDIT	NON-CREDIT	TOTAL
A. US resident participants - citizens and permanent residents (from your institution)	26,253	3,699	29,883
B. International student participants (from your institution)	1,830	651	2,467
C. All students from other BTAA institutions (both US and international)	214	12	226
D. All students from other Non-BTAA institutions (both US and international)	730	5	735
E. Other or unknown	19	1,005	1,024
<b>TOTAL ALL PARTICIPANTS</b>	<b>29,045</b>	<b>5,372</b>	<b>34,334</b>

[Note: This table contains elements that correspond to an anticipated Open Doors response in green. Item C. may represent a double count of participants who undertook learning abroad programs at BTAA institutions other than the one with which the participant was enrolled. Some universities were unable to provide the breakdown of credit and non-credit students and for that reason, the totals may be higher than the sum of credit and non-credit students.]

From the reported aggregate of 34,334 students participating in credit and non-credit Learning Abroad Programs, the average was 2,641 students in comparison with 2,665 students reported in the last period. The median was 2,571 students compared with 2,926 students previously reported. (Table 2 and Chart 1).

These thirteen universities also reported a total of 29,883 U.S. residents who undertook a Learning Abroad Program. For this group of students, the university average was 2,299 students and the median was 2,476 students.

There were 2,467 international students who undertook a Learning Abroad Program, the university average was 190 students in comparison with 210 reported on the previous academic year. The median was 155 students. Chart 2 provides a comparison of data for 2013, 2014 and 2015.

**Table 2**  
**Average and Median of learning abroad students (All students)**

Student classification	Average	Median
A. US resident participants - citizens and permanent residents (from your institution)	2,299	2,476
B. International student participants (from your institution)	190	155
C. All students from other BTAA institutions (both US and international)	21	3
D. All students from other Non-BTAA institutions (both US and international)	67	43
E. Other or unknown	93	0
<b>TOTAL ALL PARTICIPANTS</b>	<b>2,641</b>	<b>2,571</b>

[Note: Non-credit learning abroad is included in the institutional average and median calculation and as such the number reported is likely to understate the actual participation level at most institutions.]

**Chart 1**  
**Total number of learning abroad students (All students)**

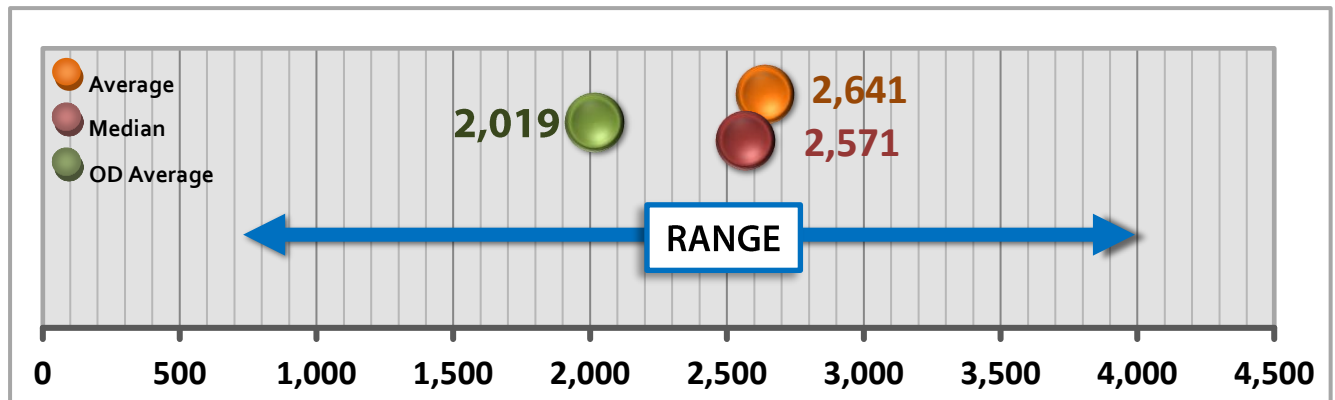
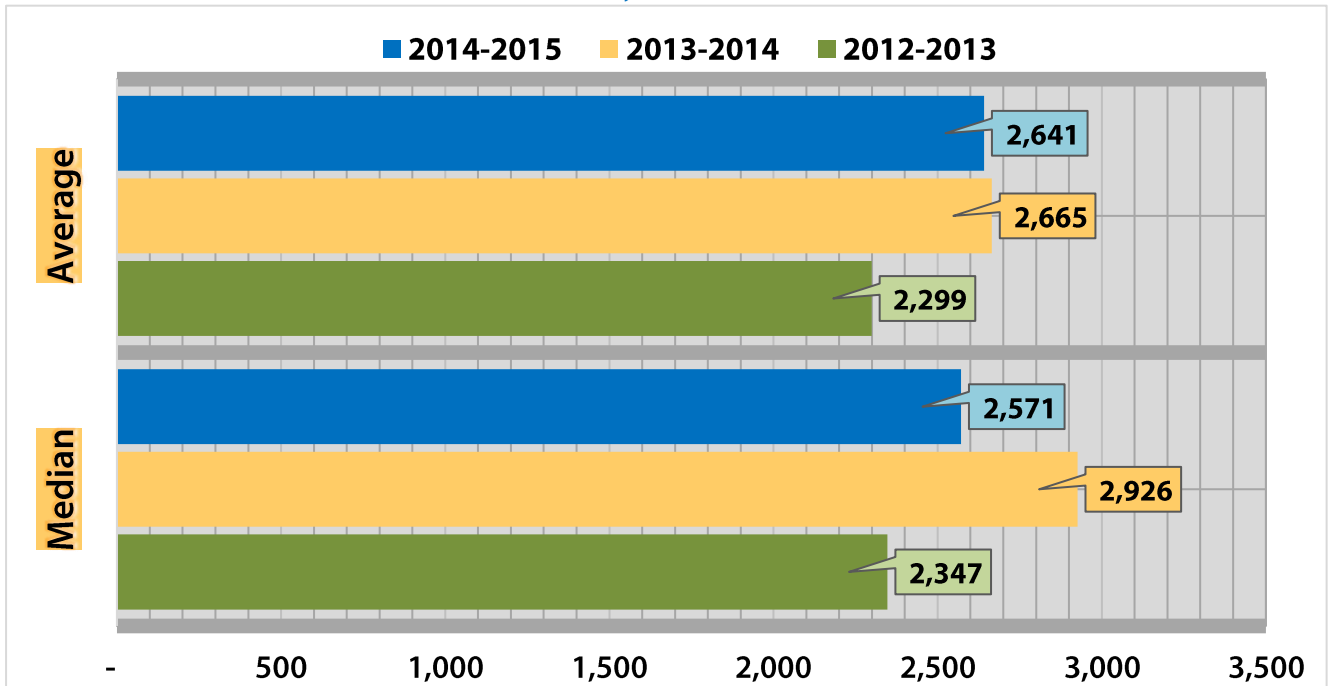


Chart 2

Total number of learning abroad students (All students)

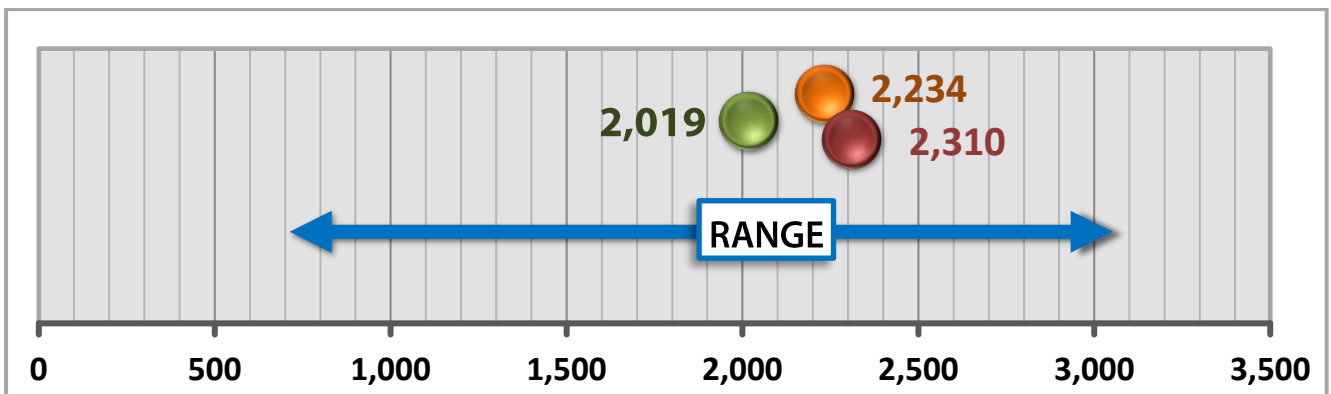


## 1.2. NUMBER OF LEARNING ABROAD STUDENTS PARTICIPATING IN FOR-CREDIT PROGRAMS

All thirteen participating BTAA universities were able to report on the number of learning abroad students participating in for-credit programs. There was an aggregate of 29,045 students participating in credit only Learning Abroad Programs in comparison with 28,437 students reported on the previous period. This represents 84.6% of the overall total. On average, each university had 2,234 students participating in Learning Abroad Programs for-credit (Chart 3).

Chart 3

Students participating in for-credit Learning Abroad Programs



26,253 of the for-credit participants were U.S. residents in comparison with 25,502 students reported in the previous period. This is equivalent to the total anticipated Open Doors reporting statistic for the thirteen participating universities. For-credit Learning Abroad Programs represent 87.9% of U.S. resident participants. The university average was 2,019 students and the median was 2,193 students (Table 3). **Chart 4 provides a comparison of average and median of the total number of students on for-credit Learning Abroad Programs for the last three academic years.**

**Table 3**

**Average and Median of students participating in for-credit Learning Abroad Programs**

Student classification	Average	Median
A. US resident participants – citizens and permanent residents (from your institution)	2,019	2,193
B. International student participants (from your institution)	141	136
C. All students from other BTAA institutions (both US and international)	19	3
D. All students from other Non-BTAA institutions (both US and international)	66	43
E. Other or unknown	2	0
<b>TOTAL ALL PARTICIPANTS</b>	<b>2,234</b>	<b>2,310</b>

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

**Chart 4**

**Comparison of the total number of students participating in for-credit Learning Abroad Programs**

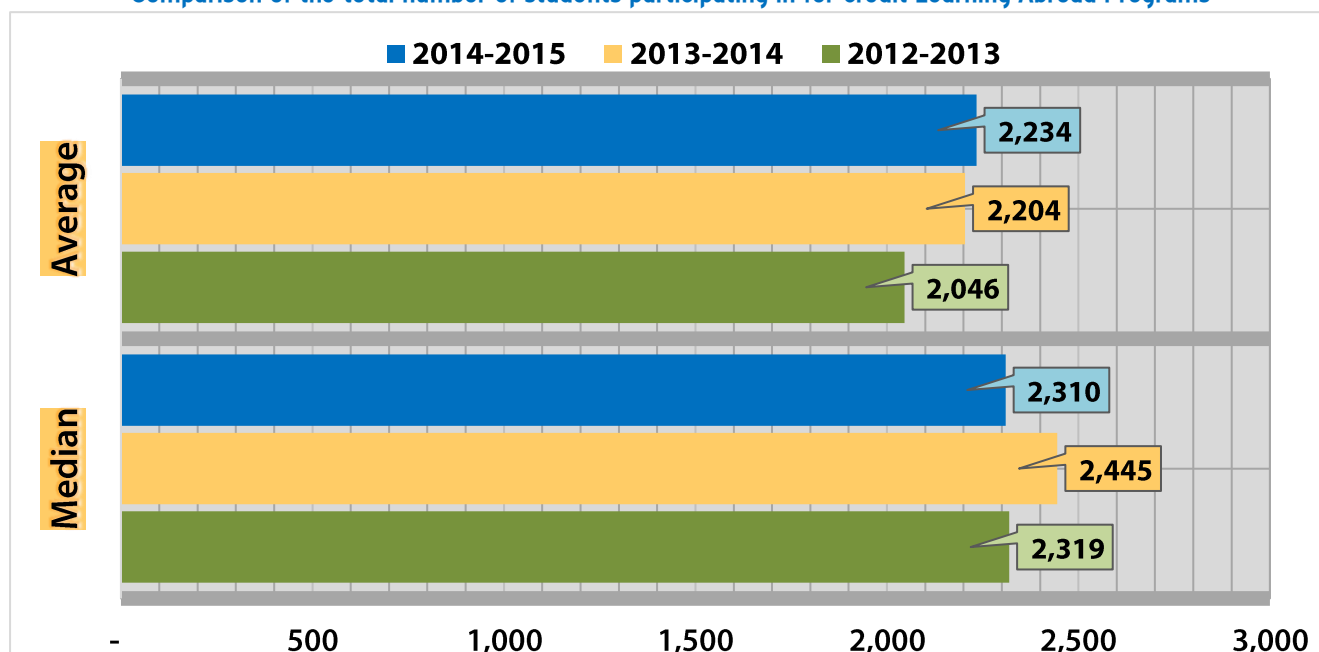


Table 4

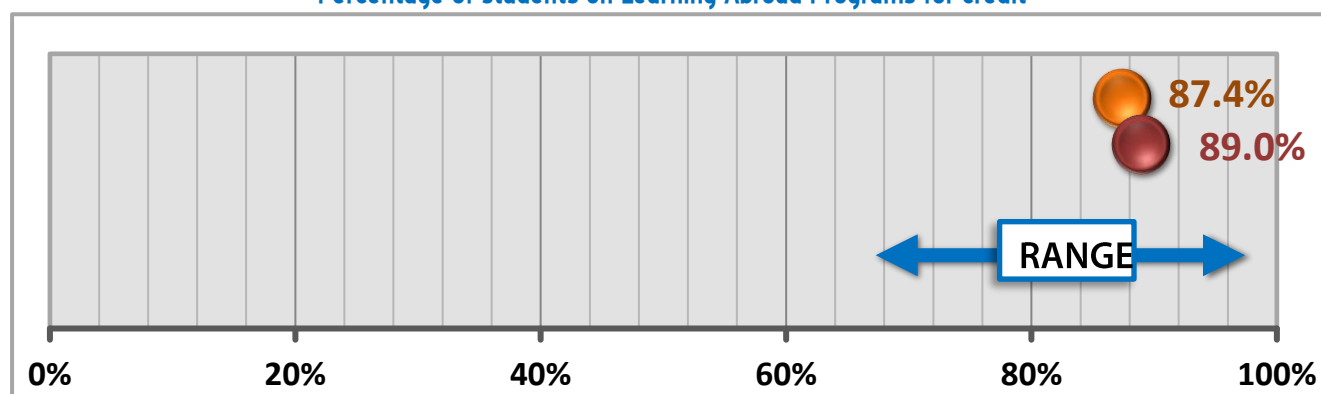
## Percentage of students participating in Learning Abroad Programs for credit

Student classification	Aggregate	Average	Median
US resident participants - citizens and permanent residents (from your institution)	87.9%	89.9%	92.5%
International student participants (from your institution)	74.2%	86.4%	93.1%
<b>TOTAL ALL PARTICIPANTS</b>	<b>84.6%</b>	<b>87.4%</b>	<b>89.0%</b>

**Chart 5: Percentage of students on for-credit Learning Abroad Programs** shows the share of students in for-credit programs from the total for each university including the average of 87.4% and the median of 89.0%.

Chart 5

## Percentage of students on Learning Abroad Programs for credit



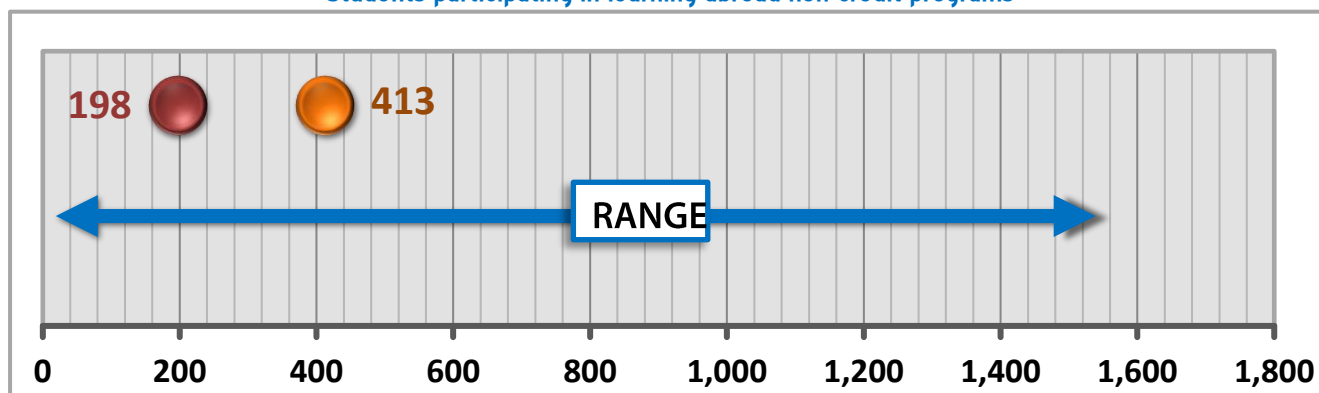
### 1.3. NUMBER OF LEARNING ABROAD STUDENTS PARTICIPATING IN NON-CREDIT PROGRAMS

All thirteen participating BTAA member universities were able to report on the number of learning abroad students in non-credit programs. There was an aggregate of 5,372 students reported as participating in non-credit Learning Abroad Programs. On average, each university had 413 students participating in non-credit Learning Abroad Programs in comparison with 451 reported in the previous period (See Table 1 and Chart 6).

The quality of the data reported in the non-credit area varies considerably and this data should be used with appropriate explanations.

Chart 6

## Students participating in learning abroad non-credit programs



[Note: due to data limitations, this graph is likely to understate the actual participation levels in non-credit programs]

#### 1.4. PARTICIPATION RATES

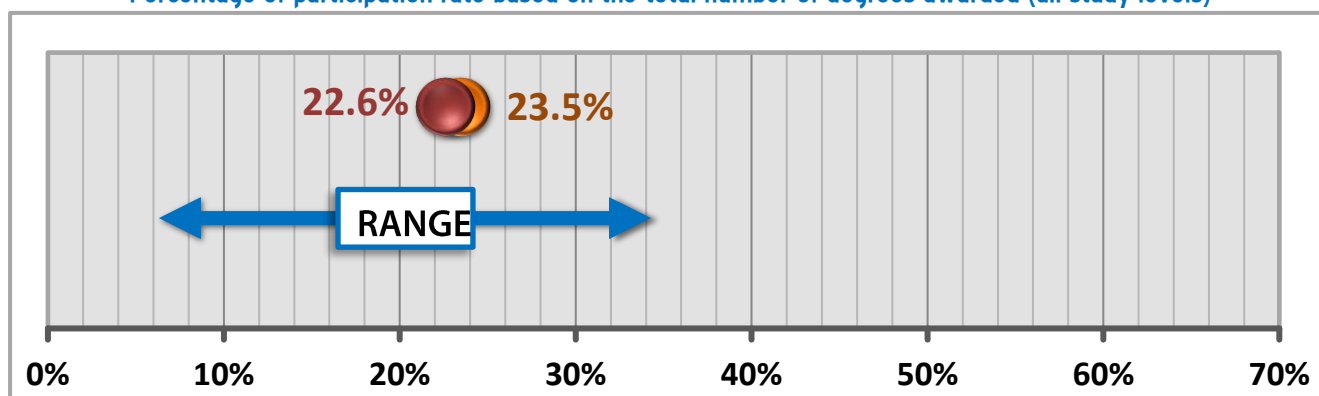
Using data from the U.S. Department of Education (IPEDS), we were able to calculate the participation rates for all thirteen BTAA participating universities. For this study, we specifically used information on total degrees awarded in 2014-15, allowing us to calculate the total student participation rate in Learning Abroad Programs based on student completions.

During the last reporting year, the total number of degrees awarded for this group of universities was approximately 144,394 and the total number of students who participated in Learning Abroad Programs was 34,334 across all thirteen reporting BTAA universities.

The total number of students who participated in Learning Abroad Programs was equivalent to 23.8% of student completions (calculated as total participants/total degrees awarded), suggesting that 23.8% of students completing their degrees undertook a Learning Abroad Program. This compares to 27.1% reported in the last report (Table 5 and Chart 7).

Chart 7

## Percentage of participation rate based on the total number of degrees awarded (all study levels)

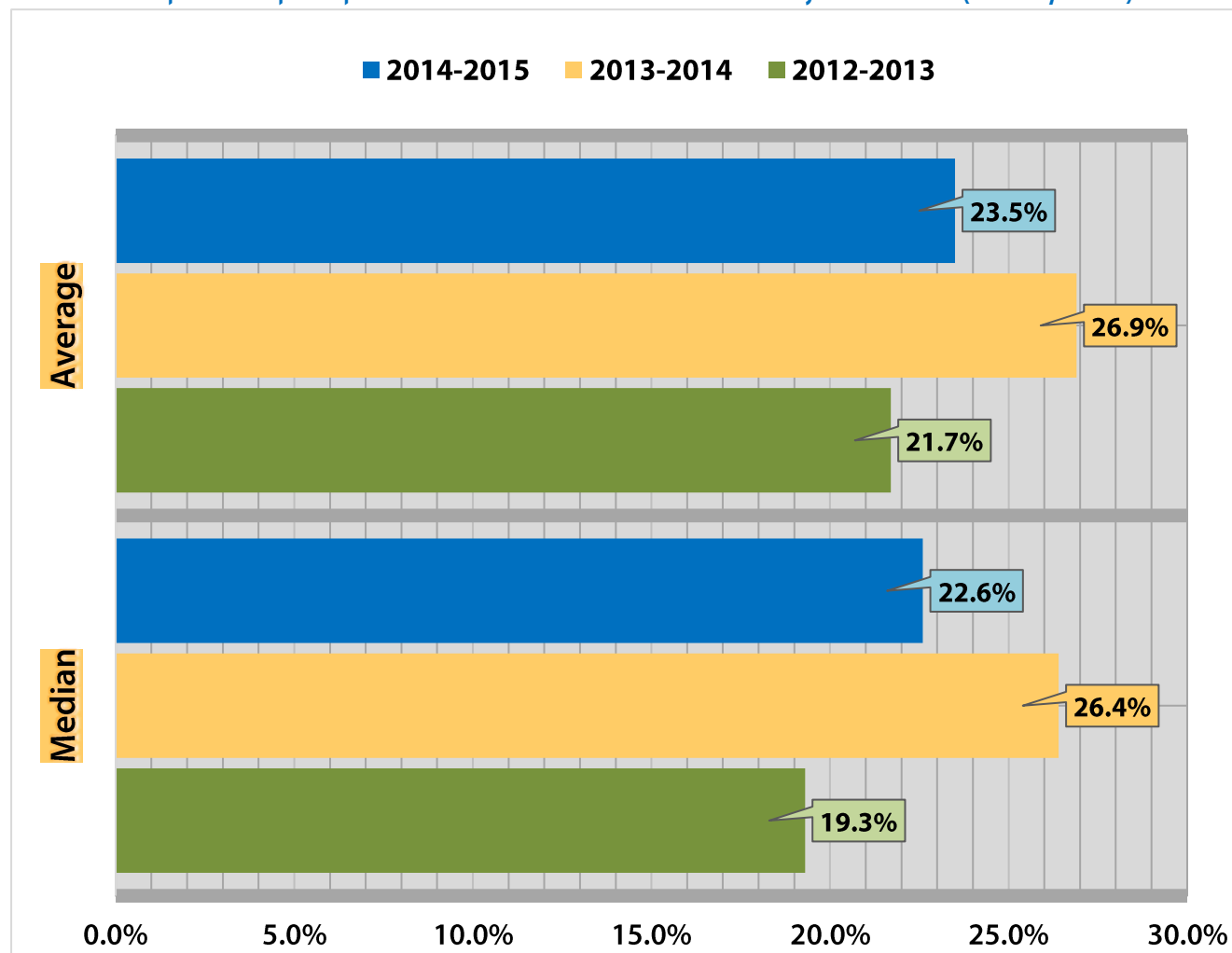


[Note: due to data limitations, around non-credit programs, this chart is likely to understate the actual participation rates]

**Chart 8: Comparison of participation rate based on the total number of degrees awarded** shows the average and median for the last three academic years.

Chart 8

Comparison of participation rate based on the total number of degrees awarded (all study levels)



Based on the information provided by the thirteen reporting BTAA member universities and IPEDS, we can also report that for U.S. citizens and permanent residents in undergraduate programs, the participation rate for-credit Learning Abroad Programs was equivalent to 22.7% (aggregate) of undergraduate completions which is similar to 21.4% reported for the last academic year (Table 5 and Chart 9). This compares with 9.9% reported as the national participation rate in Open Doors 2015 (U.S. citizens and permanent resident participant total for undergraduates/U.S. citizens and permanent residents' degrees awarded total undergraduates).

Chart 9

Percentage of participation rate based on the number of Undergraduate degrees awarded - For Credit

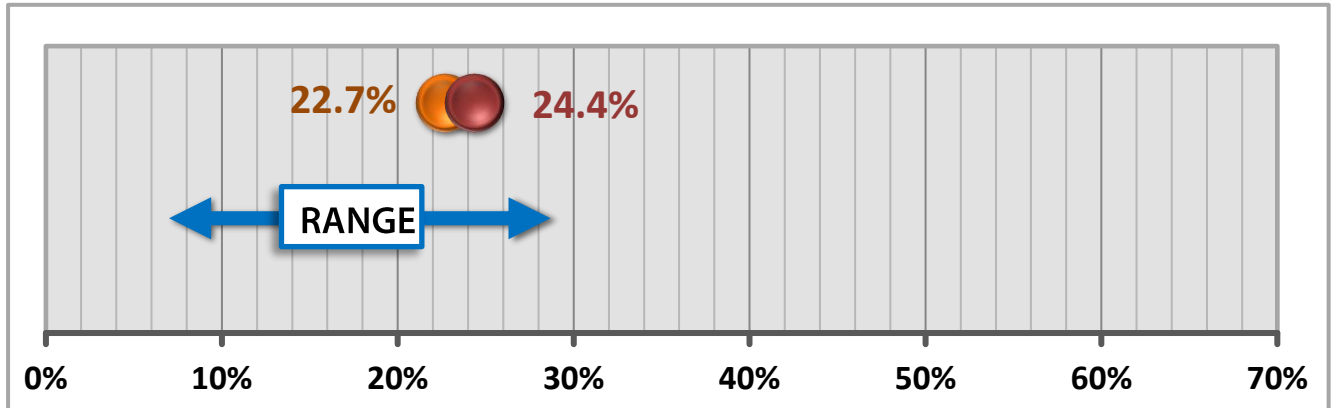


Table 5

Percentage of participation in Learning Abroad Programs - US Residents only

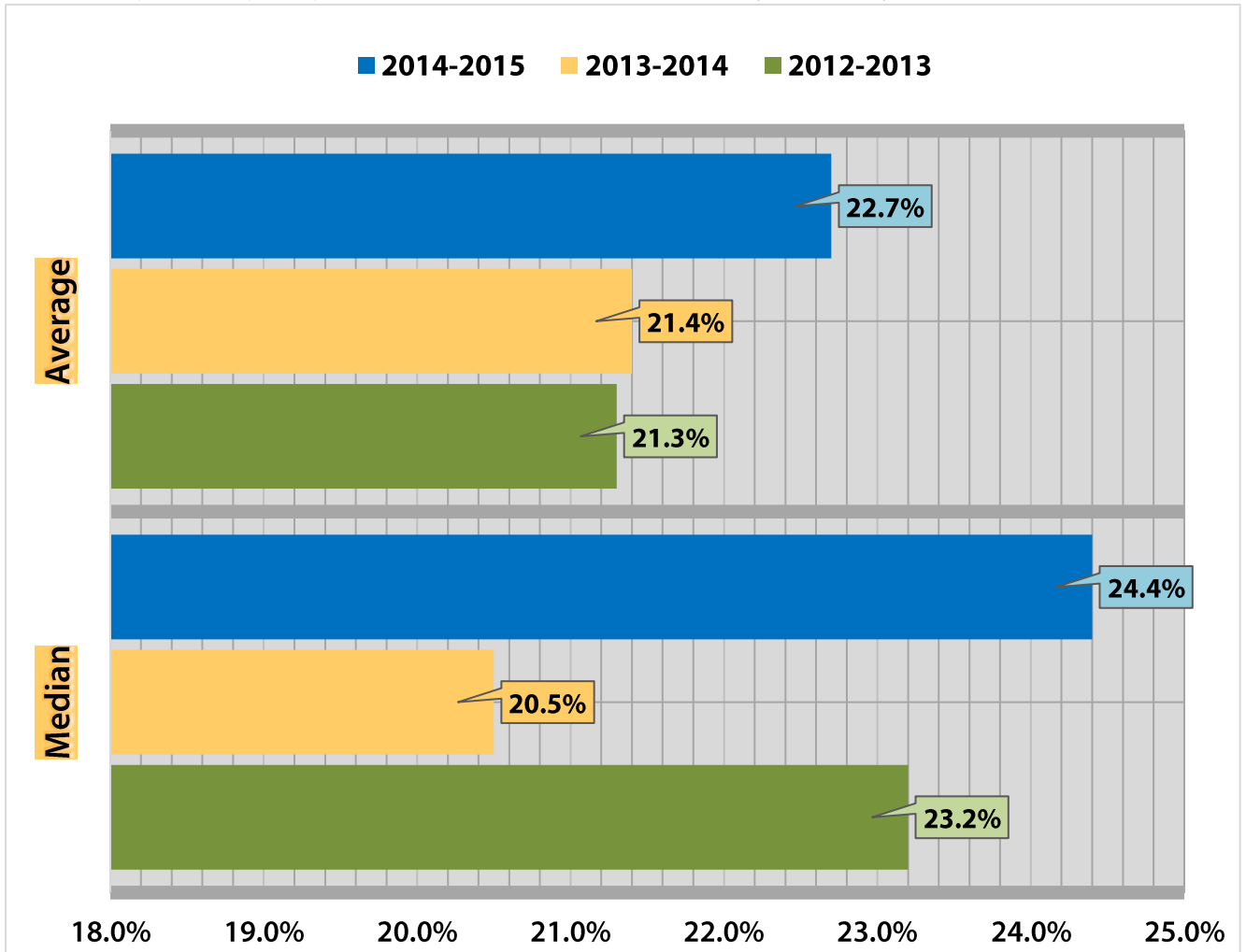
	Aggregate	Average	Median
Percentage compared to total student completions	23.8%	23.5%	22.6%
Percentage compared to total undergraduate student completions (Credit only).	22.7%	22.7%	24.4%



Chart 10: Comparison of participation rate (for-credit only) based on the number of Undergraduate degrees awarded shows the average and median for the last three academic years.

Chart 10

Comparison of participation rate based on the number of Undergraduate degrees awarded - for credit



## 1.5. INTERNATIONAL STUDENTS IN LEARNING ABROAD PROGRAMS

All thirteen BTAA participating universities reported a total of 2,467 international students that participated in a Learning Abroad Program in comparison to 2,732 reported last year. Across these thirteen universities, the average percentage of international students was 6.7% of the total number of students that participated in a Learning Abroad Program and the median was 6.0% (Table 6 and Chart 11).

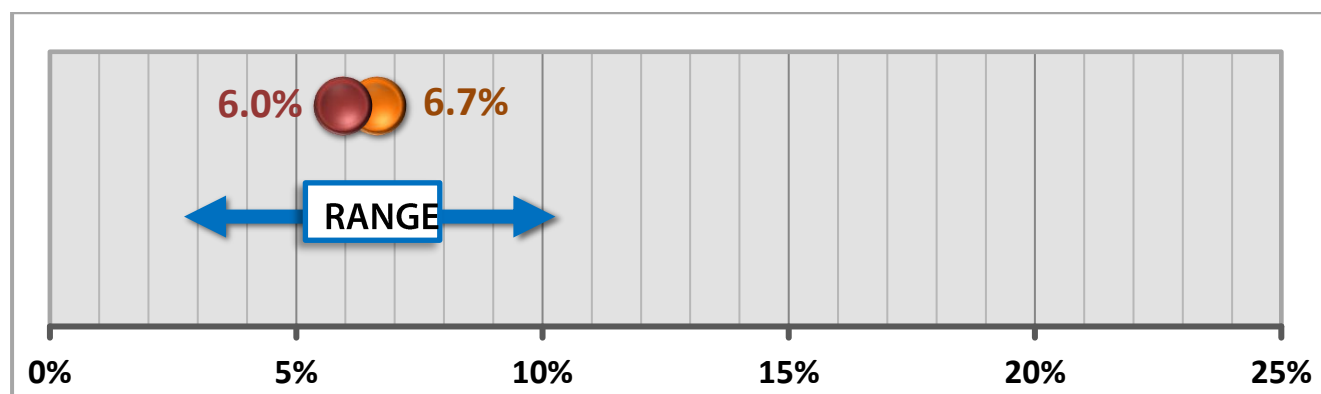
Table 6

International Students participating in Learning Abroad Programs

	Aggregate	Average	Median
International student participants	2,467	190	155
Percentage of international student participants compared to the total number of student participants.	7.2%	6.7%	6.0%

Chart 11

Percentage of international students in Learning Abroad Programs compared to the total number of students in Learning Abroad Programs



[Note: Due to data limitations, around non-credit programs, this chart is likely to understate the actual participation rates]

## 1.6. ACADEMIC LEVEL (U.S. citizens or permanent residents)

Universities were asked to provide information on the total reported U.S. learning abroad students (U.S. citizens or permanent residents) who received academic credit by academic level.

### 1.6.1 Academic Level (Credit programs)

All thirteen BTAA participating universities reported 26,253 U.S. citizens or permanent resident students participating in for-credit Learning Abroad Programs by academic level. During Fall 2014 through Summer 2015, a total of 22,005 were

bachelor's degree students which represents 83.8% of the total. 3,953 were graduate students which represents 15.1% of the total.

Table 7

**Percentage of students by academic level participating in for-credit Learning Abroad Programs (U.S. citizens or permanent residents)**

ACADEMIC LEVEL FOR-CREDIT	Aggregate	Average	Median
Bachelor Total	83.8%	84.2%	84.6%
Graduate Total	15.1%	14.5%	14.1%
Other	1.1%	1.2%	1.3%

Among the thirteen BTAA participating universities, the average number of bachelor's degree students in Learning Abroad Programs was 1,693 students which represented 84.2% of the total number. The average for graduate students was 304 or 14.5% of the total (See Table 8 and Table 9).

Table 8

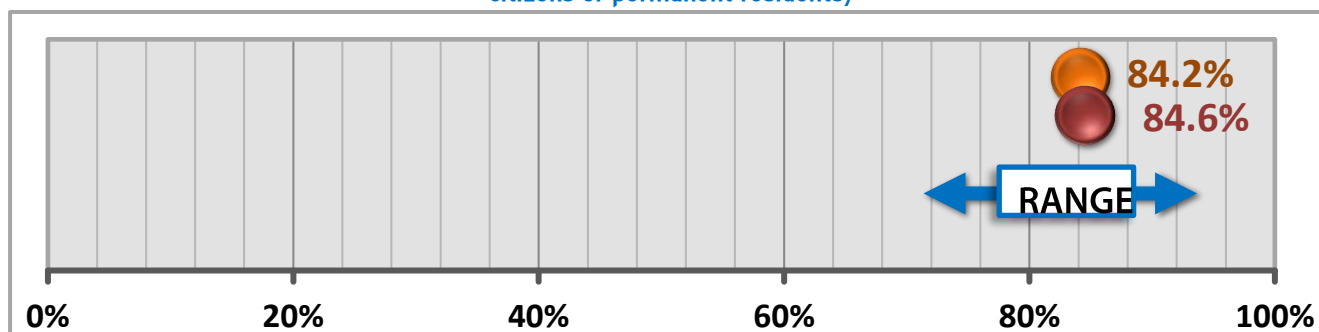
**Students by academic level in for-credit Learning Abroad Programs (U.S. citizens or permanent residents)**

BACHELOR'S	AGGREGATE	AVERAGE	MEDIAN
<b>TOTAL BACHELOR'S</b>	<b>22,005</b>	<b>1,693</b>	<b>1,920</b>
Freshman	719	55	52
Sophomore	2,440	188	187
Junior	7,847	604	621
Senior	10,916	840	999
Bachelor's, Unspecified	83	6	0
<b>GRADUATE</b>			
<b>TOTAL GRADUATE</b>	<b>3,953</b>	<b>304</b>	<b>326</b>
Master's	1,948	150	118
Doctorate	316	24	8
Professional (e.g. JD, MD, DDS, DVM, etc.)	1,235	95	47
Graduate, Unspecified	454	35	0
<b>OTHER</b>			
Other/Do Not Know	295	23	0
<b>TOTAL</b>	<b>26,253</b>	<b>2,019</b>	<b>2,193</b>

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Chart 12

Percentage of students in bachelor's degree programs participating in for-credit Learning Abroad Programs (U.S. citizens or permanent residents)



A further analysis on bachelor level students shows that senior students are the largest group undertaking a for-credit Learning Abroad Program with an aggregate of 10,916 or the equivalent of 41.6% of the total number of all students at all levels which is less than 9,631 students or the equivalent of 38.8% reported in the previous year. For senior students, the average was 840 or 39.9% and a median of 999 or 47.4% (Table 9). This was followed by junior students with an aggregate of 7,847 or 39.9%, average of 604 or 30.7% and a median of 621 or 30.8%.

Sophomore and freshman students made up only 3,159 or 12% of the total 22,005 students who participated in a Learning Abroad Program at bachelor level.

At the graduate level, all thirteen participating universities reported master's degree students undertaking a for-credit Learning Abroad Program with an aggregate of 3,953 students or 15.1% of students at all levels, an average of 304 students or 14.5% of students and a median of 326 students or 14.1% of students (Table 9).

Table 9

Percentage of students by all study levels (U.S. citizens or permanent residents - CREDIT)

ACADEMIC LEVEL FOR-CREDIT	AGGREGATE	AVERAGE	MEDIAN
<b>TOTAL BACHELOR'S</b>	<b>83.8%</b>	<b>84.2%</b>	<b>84.6%</b>
Freshman	2.7%	3.0%	2.2%
Sophomore	9.3%	10.4%	8.5%
Junior	29.9%	30.7%	30.8%
Senior	41.6%	39.9%	47.4%
Bachelor's, Unspecified	0.3%	0.3%	0.0%
<b>TOTAL GRADUATE</b>	<b>15.1%</b>	<b>14.5%</b>	<b>14.1%</b>
Master's	7.4%	6.5%	5.3%
Doctorate	1.2%	1.2%	0.6%
Professional (e.g. JD, MD, DDS, DVM, etc.)	4.7%	5.4%	2.5%
Graduate, Unspecified	1.7%	1.5%	0.0%
<b>OTHER</b>	<b>1.1%</b>	<b>1.2%</b>	<b>0.0%</b>

### 1.6.2 Academic Level (Non-Credit programs)

Eleven participating BTAA universities reported 4,521 U.S. citizens or permanent resident students in learning abroad non-credit programs by academic level. From this group of students, a total of 2,083 were bachelor's degree students which represents 46.1% of the total. 1,539 were graduate students which represents 34.0% of the total.

**Table 10**

#### Percentage of students by academic level in non-credit programs (U.S. citizens or permanent residents)

ACADEMIC LEVEL NON-CREDIT	Aggregate	Average	Median
Bachelor Total	46.1%	55.7%	50.8%
Graduate Total	34.0%	42.9%	48.2%
Other/unknown	19.9%	17.9%	0.1%

[Note: Due to data limitations, around non-credit programs, this chart is likely to understate the actual participation levels]

Among the eleven BTAA participating universities, the average number of bachelor's degree students in non-credit programs was 189 students which represented 55.7% of the total number. The average for graduate students was 140 or 42.9% of the total (See Table 10 and Table 11).

**Table 11**

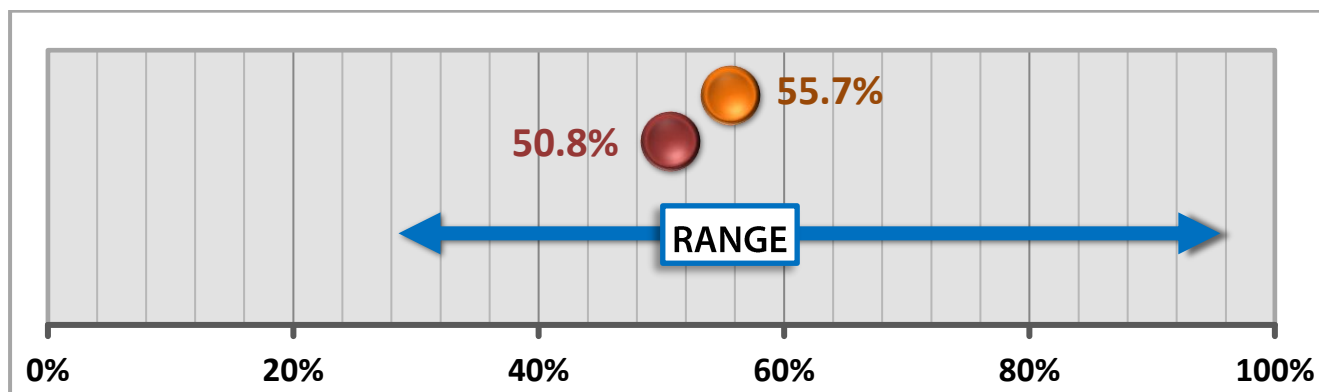
#### Students by academic level in non-credit programs (U.S. citizens or permanent residents)

ACADEMIC LEVEL NON-CREDIT	AGGREGATE	AVERAGE	MEDIAN
<b>TOTAL BACHELOR'S</b>	<b>2,083</b>	<b>189</b>	<b>115</b>
Freshman	106	10	1
Sophomore	361	33	13
Junior	512	47	20
Senior	646	59	43
Bachelor's, Unspecified	458	42	0
<b>GRADUATE</b>			
<b>TOTAL GRADUATE</b>	<b>1,539</b>	<b>140</b>	<b>42</b>
Master's	383	35	8
Doctorate	464	42	0
Professional (e.g. JD, MD, DDS, DVM, etc.)	70	6	0
Graduate, Unspecified	622	57	0
<b>OTHER</b>	<b>899</b>	<b>5</b>	<b>0</b>
Other/Do Not Know	899	5	0
<b>TOTAL</b>	<b>4,521</b>	<b>335</b>	<b>174</b>

[Note: Due to data limitations, around non-credit programs, this table is likely to understate the actual participation rates]

Chart 13

Percentage of students in bachelor's degree - non-credit programs (U.S. citizens or permanent residents)



[Note: Due to data limitations, around non-credit programs, this chart is likely to understate the actual participation rates]

## 1.7. GENDER (U.S. citizens or permanent residents)

### 1.7.1 GENDER (Credit programs)

All thirteen reporting BTAA member universities provided sufficient information to conduct an analysis on gender. The universities reported more female students participating in Learning Abroad Programs for-credit both in overall numbers and by academic level.

From the 26,250 undergraduate and graduate students that the thirteen universities reported, 16,534 students or 62.6% of those students were female and 9,684 students or 37.4% of students were male students participating in for-credit Learning Abroad Programs. The average of females was 63.7% compared with 36.0% for males (Table 12 and Chart 14). These results are consistent with the data reported in the previous academic year.

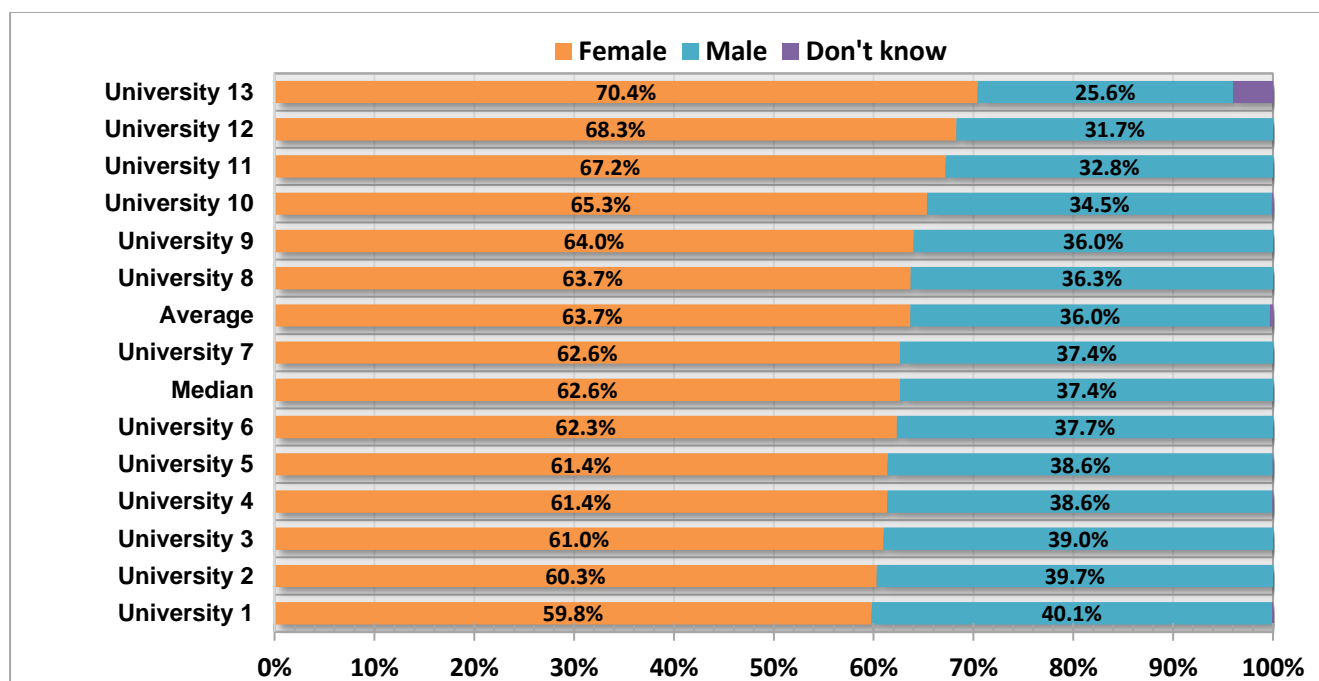
**Table 12**  
Gender (U.S. citizens or permanent residents)

GENDER	FOR-CREDIT	FOR-CREDIT	FOR-CREDIT
	UNDERGRADUATE	GRADUATE	TOTAL
A. Male	6,209	1,554	9,684
B. Female	11,803	1,760	16,534
C. Do Not Know	16	13	32
<b>TOTAL</b>	<b>18,028</b>	<b>3,327</b>	<b>26,250</b>

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Chart 14

## Percentage of female students in for-credit Learning Abroad Programs (U.S. citizens or permanent residents)



When broken down by academic level, the ratios remain consistent for undergraduate students. Of the 18,028 undergraduate students, 11,803 were female students and 6,209 were male undergraduate students.

At the graduate level, the participation rate of male students rose with 1,554 male students compared with 1,760 female students participating in for-credit Learning Abroad Programs.

Not all universities were able to provide the breakdown of gender by study level (undergraduate and graduate) and as a result, the total reported in Table 12 is higher than the total of just the undergraduate and graduate.

### 1.7.2 GENDER (Non- credit programs)

Ten BTAA member universities provided information on the number of students participating in non-credit Learning Abroad Programs by gender. The universities reported more female students participating in non-credit programs both in overall numbers and by academic level.

From the 4,440 undergraduate and graduate students that eleven universities reported, 2,422 students or 54.4% of those students were female and 1,714 students or 38.6% of students were male students participating in non-credit programs. The average of females was 55.7% compared with 41.4% for males (Table 13 and Chart 15).

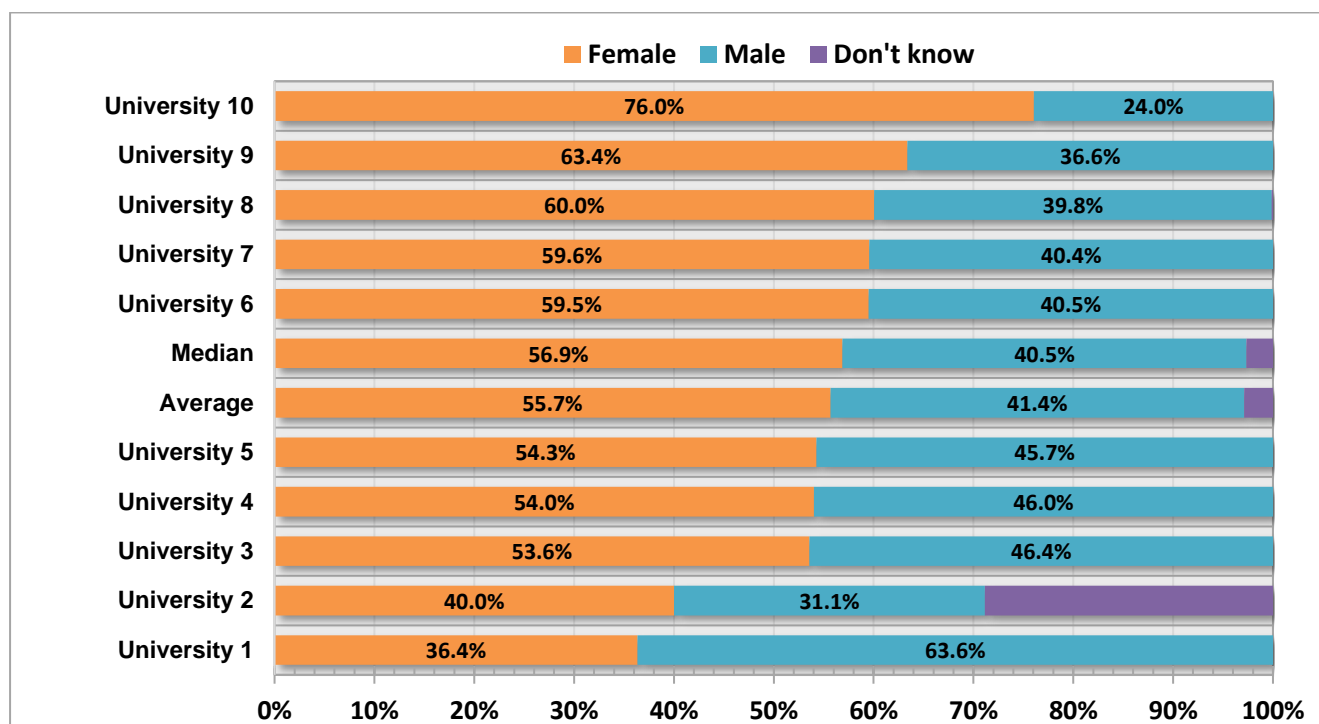
Table 13

Gender in non-credit programs (U.S. citizens or permanent residents)

GENDER	NON-CREDIT UNDERGRADUATE	NON-CREDIT GRADUATE	NON-CREDIT TOTAL
A. Male	555	497	1,714
B. Female	932	565	2,422
C. Do Not Know	0	0	304
<b>TOTAL</b>	<b>1,487</b>	<b>1,062</b>	<b>4,440</b>

Chart 15

Percentage of female students in non-credit Learning Abroad Programs (U.S. citizens or permanent residents)



[Note: due to data limitations, around non-credit programs, this chart is likely to understate the actual participation rates]



## 1.8. ETHNICITY/RACE

### 1.8.1 ETHNICITY/RACE (Credit programs)

In the area of Ethnicity/Race, all thirteen BTAA member universities were able to report the ethnicity and race of 28,007 students that participated in a Learning Abroad Program for-credit. From the total in credit programs, the large majority were White students at 69.1%. Tables 14 and 15 provide the complete distribution of students by ethnicity and race and Chart 16 indicates the percentage of White students compared to Others for all the thirteen universities.

**Table 14**  
**Ethnicity/Race for Credit**

ETHNICITY/RACE	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
A. White	13,606	2,252	19,342
B. Hispanic or Latino/a	1,179	190	1,596
C. Black or African-American	873	194	1,234
D. Asian/Native Hawaiian or Other Pacific Islander	1,281	349	2,134
E. American Indian or Alaska Native	55	13	78
F. Multiracial	479	79	785
G. International student	876	513	1,484
H. Do not know	778	297	1,354
<b>TOTAL</b>	<b>19,127</b>	<b>3,887</b>	<b>28,007</b>

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

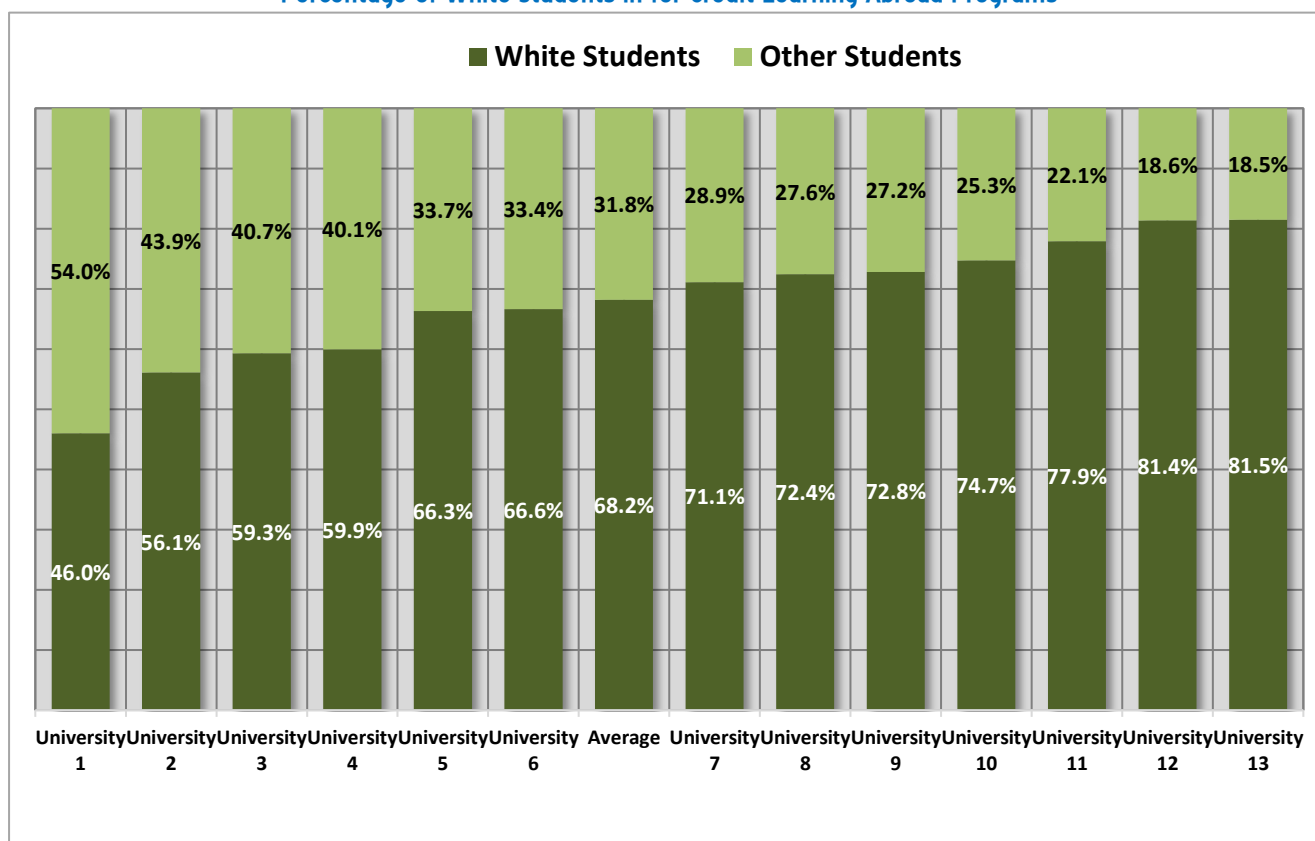
Table 15

Percentage of Ethnicity/Race for Credit

ETHNICITY/RACE	Aggregate	Average	Median
A. White	69.1%	68.2%	71.1%
B. Hispanic or Latino/a	5.7%	6.1%	5.8%
C. Black or African-American	4.4%	4.3%	3.4%
D. Asian/Native Hawaiian or Other Pacific Islander	7.6%	8.0%	6.3%
E. American Indian or Alaska Native	0.3%	0.3%	0.2%
F. Multiracial	2.8%	3.0%	3.0%
G. International student	5.3%	5.1%	5.6%
H. Do not know	4.8%	5.2%	3.4%

Chart 16

Percentage of White students in for-credit Learning Abroad Programs



### 1.8.2 ETHNICITY/RACE (Non-credit programs)

Nine BTAA member universities provided information on the number of students participating in non-credit Learning Abroad Programs by ethnicity and race. These group of BTAA member universities reported the ethnicity and race of 3,832 students that participated in non-credit Learning Abroad Programs.

From the total in non-credit programs, the majority were White students at 53.7%. International students were the second largest group with 11.4% of the total (Do not know represented 15.4%). Tables 16 and 17 provide the complete distribution of students by ethnicity and race.

**Table 16**  
**Ethnicity/Race for Non-Credit programs**

ETHNICITY/RACE	NON-CREDIT UNDERGRADUATE	NON-CREDIT GRADUATE	NON-CREDIT TOTAL
A. White	715	752	2,056
B. Hispanic or Latino/a	72	59	170
C. Black or African-American	53	38	134
D. Asian/Native Hawaiian or Other Pacific Islander	144	85	331
E. American Indian or Alaska Native	3	10	22
F. Multiracial	50	41	91
G. International student	83	354	437
H. Do not know	451	236	591
<b>TOTAL</b>	<b>1,571</b>	<b>1,575</b>	<b>3,832</b>

[Note: due to data limitations, around non-credit programs, this table is likely to understate the actual participation rates]

**Table 17**  
**Percentage of Ethnicity/Race for Non-Credit programs**

ETHNICITY/RACE	Aggregate	Average	Median
A. White	53.7%	59.6%	59.3%
B. Hispanic or Latino/a	4.4%	4.8%	4.5%
C. Black or African-American	3.5%	4.2%	2.6%
D. Asian/Native Hawaiian or Other Pacific Islander	8.6%	8.7%	7.9%
E. American Indian or Alaska Native	0.6%	1.3%	0.9%
F. Multiracial	2.4%	2.3%	2.3%
G. International student	11.4%	13.3%	14.1%
H. Do not know	15.4%	5.9%	5.4%

[Note: due to data limitations, around non-credit programs, this table is likely to understate the actual participation rates]

## 1.9. OTHER DIVERSITY GROUPS

As an optional question on the survey, eleven participating BTAA member universities were able to report on other diversity groups for undergraduate learning abroad participants. Categories were derived from diversity groups considered within higher education research in the U.S. In terms of the reliability of the data, A. Pell-eligible students, is mostly accurate. Other categories give a general trend in the areas reported.

Eleven universities reported an aggregate of 9,000 undergraduate students from other diversity groups who participated in Learning Abroad Programs and received academic credit during Fall 2014 through Summer 2015. In this area, the number of reported students has grown by 27%. While this may represent better data capture by member universities, it is generally positive that diversity groups in learning abroad are gaining greater visibility. Of the diversity participants reported this year, the largest groupings were First generation students with a total of 3,259 students (an increase of 22.1% from 2,670) and Pell-eligible students with a total of 2,615 (up 14.6% from 2,281). The number of Adult students reported increased by 91% to 2,032, from 1062 last year.

**Table 18**

### Other Diversity Groups (Undergraduate students) - For credit

OTHER DIVERSITY GROUPS	Average	Median
Pell-eligible students	262	227
First generation students	326	290
Adult students (over 25 years)	203	35
Other Diversity Groups	127	0

[Note: due to data limitations, this table is likely to understate the actual participation levels of some diversity groups]

The data in this category is not consistently accurate in all groups. Most institutions were confident in their ability to track and report Pell-eligible students. Many were moderately successful in reporting first-generation and adult students.

## 1.10. MAJOR FIELD OF STUDY (U.S. citizens or permanent residents)

### 1.10.1 MAJOR FIELD OF STUDY (Credit programs)

Twelve participating universities reported on the number of U.S. citizens or permanent residents that participated in a for-credit Learning Abroad Program.

The top fields of study for undergraduate and graduate students in order of popularity were Business, Management, Marketing & Related Support Services (20%), Engineering (8%), Social Sciences (8%), Health Professions & Related Clinical Sciences (6%), Biological & Biomedical Sciences (5%), Communication, Journalism & Related Programs (5%), Foreign Languages, Literatures & Linguistics (5%) and Education (3%).

The two most popular fields of study, Business and Management, Engineering and Social Sciences, made up 36% of all fields of study. Table 19 compares the top fields of study against the previous academic year. Areas such as Engineering, Health Professions & Related Clinical Sciences, Biological & Biomedical Sciences and Education increased significantly in this period. Note that changes in classification of fields of study mean that data may not be directly comparable to previous reports.

**Table 19**

**Comparison of Top Fields of study with previous academic year (Academic Credit) (All students)**

RANK	COUNTRY	CREDIT TOTAL		
		Period 2014 - 2015	Period 2013 - 2014	Difference
1	Business, Management, Marketing & Related Support Services	5,790	5,773	0.3%
2	Engineering	2,315	1,713	35.1%
3	Social Sciences	2,283	2,218	2.9%
4	Health Professions & Related Clinical Sciences	1,847	1,649	12.0%
5	Biological & Biomedical Sciences	1,536	1,257	22.2%
6	Communication, Journalism & Related Programs	1,439	1,246	15.5%
7	Foreign Languages, Literatures & Linguistics	1,301	1,226	6.1%
8	Education	953	800	19.1%
9	Agriculture, Agriculture Operations & Related Science	951	789	20.5%
10	Visual & Performing Arts	934	1,006	-7.2%
11	Liberal Arts & Sciences, General Studies	871	798	9.1%
12	History	854	387	120.7%
13	International/Global Studies	701	513	36.6%
14	Physical Sciences	654	577	13.3%
15	Psychology	605	694	-12.8%

Chart 17

Major fields of study (U.S. citizens or permanent residents)- For-Credit

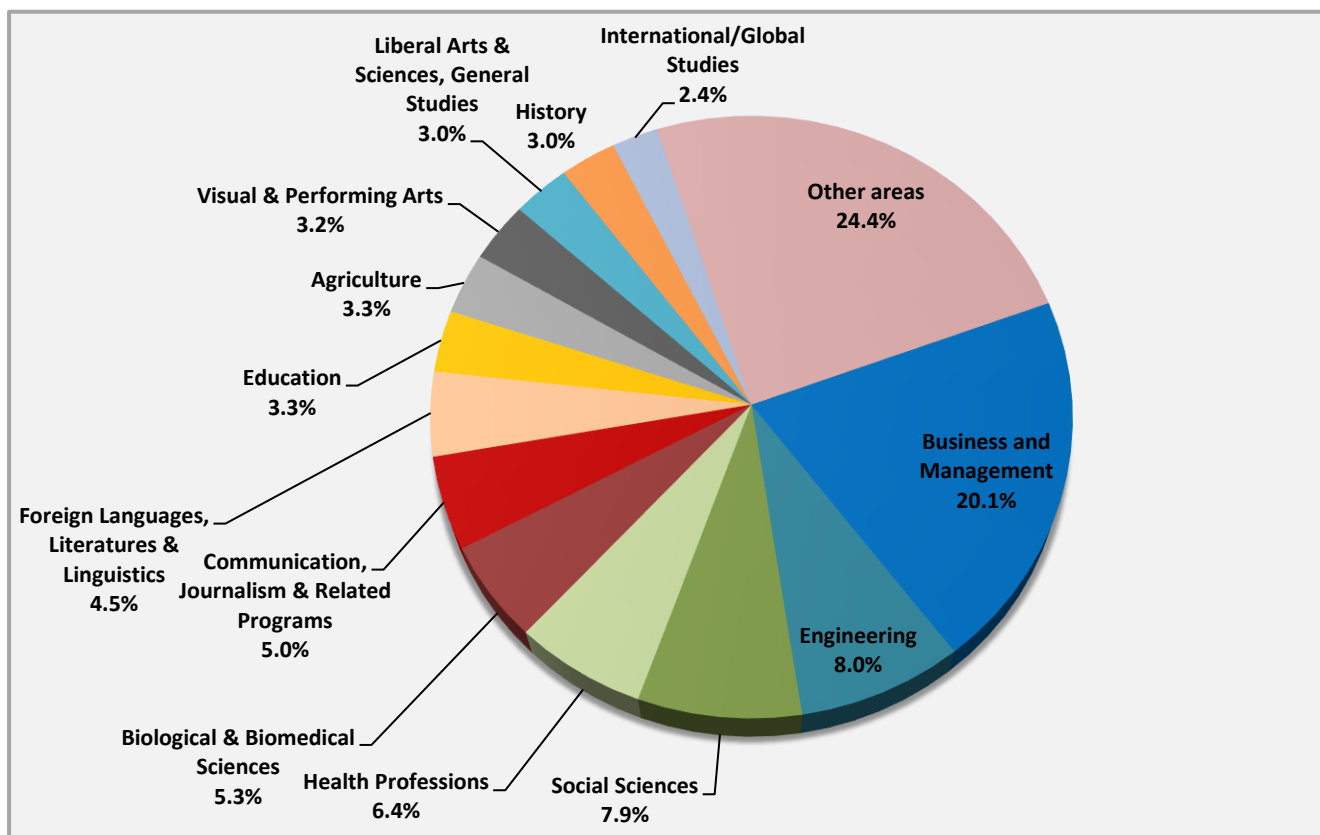


Table 20: Percentage of top 15 major fields of study shows the share of students in the top fields of study from the total for each university including the average and the median. The complete list of fields of study can be found in [Appendix 2](#) of this document.

Table 20

Percentage of major fields of study - Undergraduate and Graduate (U.S. citizens or permanent residents) - For-Credit

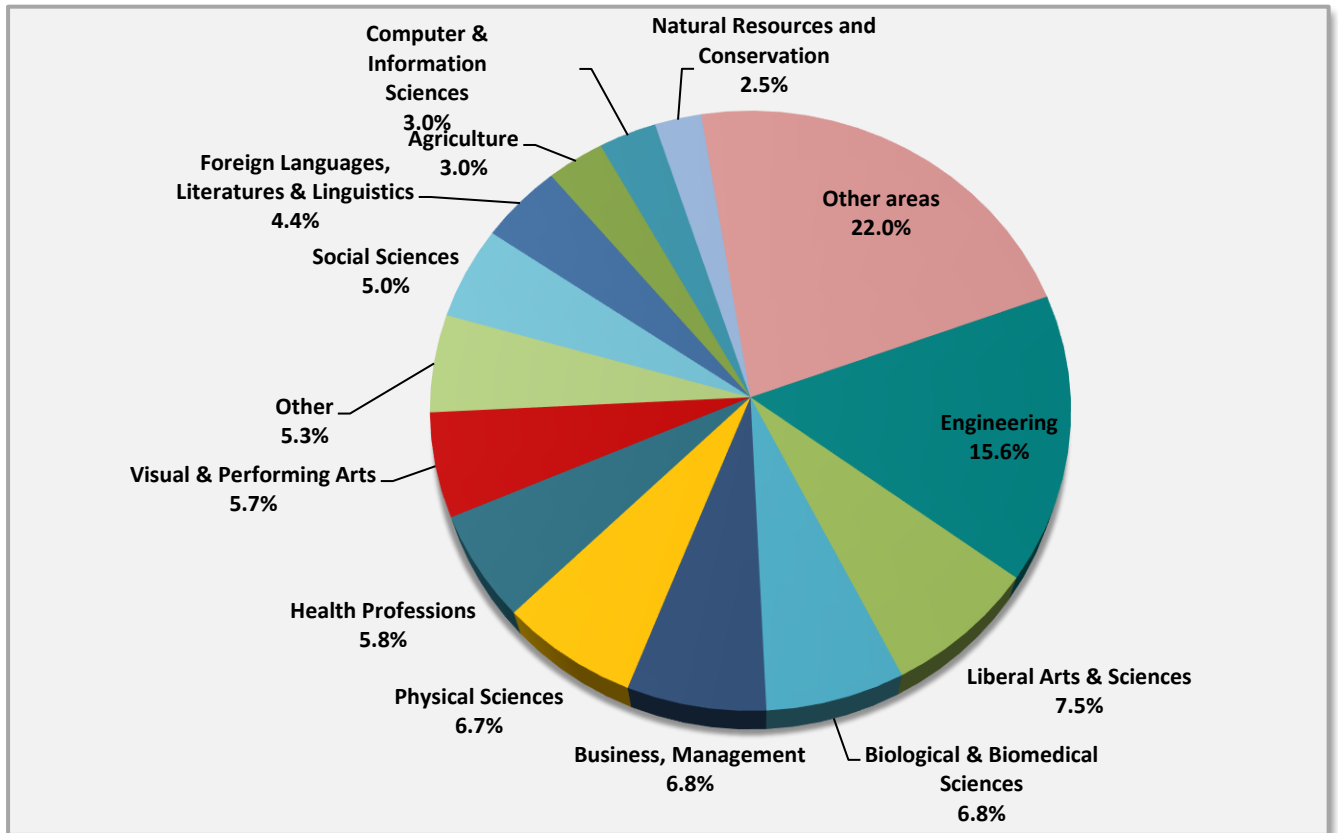
	MAJOR FIELD OF STUDY	Aggregate	Average	Median
1	Business, Management, Marketing & Related Support Services	20.1%	20.5%	19.2%
2	Engineering	8.0%	7.8%	6.5%
3	Social Sciences	7.9%	7.9%	6.8%
4	Health Professions & Related Clinical Sciences	6.4%	7.1%	4.8%
5	Biological & Biomedical Sciences	5.3%	5.2%	4.5%
6	Communication, Journalism & Related Programs	5.0%	5.7%	6.7%
7	Foreign Languages, Literatures & Linguistics	4.5%	4.5%	4.0%
8	Education	3.3%	3.1%	3.2%
9	Agriculture, Agriculture Operations & Related Science	3.3%	3.1%	3.2%
10	Visual & Performing Arts	3.2%	3.7%	3.6%
11	Liberal Arts & Sciences, General Studies	3.0%	2.7%	1.0%
12	History	3.0%	1.3%	1.0%
13	International/Global Studies	2.4%	2.4%	2.9%
14	Physical Sciences	2.3%	2.1%	1.1%
15	Psychology	2.1%	2.4%	2.9%
	Other programs	20.0%	20.3%	28.7%
	<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 1.10.2 MAJOR FIELD OF STUDY (Non-credit programs)

Eight participating universities reported on the number of U.S. citizens or permanent residents in non-credit Learning Abroad Programs by field of study.

The top fields of study for undergraduate and graduate students in order of popularity were Engineering (15.6%), Liberal Arts & Sciences (7.5%), General Studies (7.5%), Biological & Biomedical Sciences (6.8%), Business, Management, Marketing & Related Support Services (6.8%), Physical Sciences (6.7%), Health Professions & Related Clinical Sciences (5.8%), Visual & Performing Arts (5.7%) and Other (5.3%). (Table 21 and Chart 18).

**Chart 18**  
**Major fields of study (U.S. citizens or permanent residents)- Non-Credit**





**Table 21: Percentage of top 15 major fields of study for Non-Credit** shows the share of students in the top fields of study from the total for each university including the average and the median.

Table 21

Percentage of major fields of study - Undergraduate and graduate (U.S. citizens or permanent residents) - Non-Credit

MAJOR FIELD OF STUDY		Aggregate	Average	Median
1	Engineering	15.6%	15.1%	15.6%
2	Liberal Arts & Sciences, General Studies	7.5%	2.7%	0.3%
3	Biological & Biomedical Sciences	6.8%	6.9%	6.2%
4	Business, Management, Marketing & Related Support Services	6.8%	5.6%	5.9%
5	Physical Sciences	6.7%	8.7%	5.2%
6	Health Professions & Related Clinical Sciences	5.8%	5.4%	5.5%
7	Visual & Performing Arts	5.7%	5.2%	4.2%
8	Other	5.3%	6.4%	0.0%
9	Social Sciences	5.0%	3.7%	2.8%
10	Foreign Languages, Literatures & Linguistics	4.4%	3.9%	3.8%
11	Agriculture, Agriculture Operations & Related Science	3.0%	4.2%	3.6%
12	Computer & Information Sciences & Support Services	3.0%	3.0%	2.4%
13	Natural Resources and Conservation	2.5%	1.5%	1.7%
14	Communication, Journalism & Related Programs	1.8%	2.2%	1.1%
15	Public Administration & Social Service Professions	1.8%	1.8%	1.7%
	Other programs	18.5%	23.6%	40.0%
	<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

### 1.11. DURATION OF LEARNING ABROAD (U.S. citizens or permanent residents)

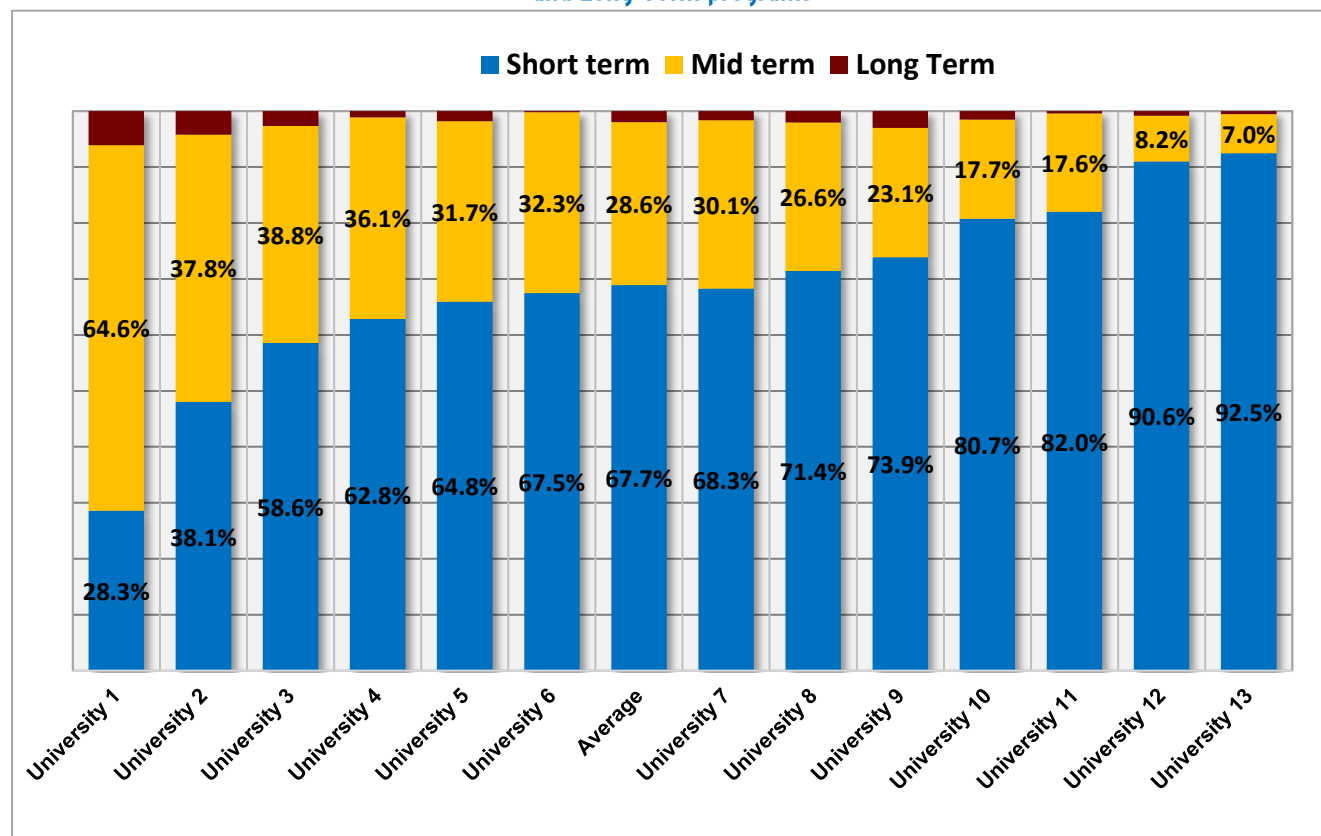
In order to provide an in-depth analysis on the type of programs that students undertook abroad, we requested participating universities to classify their data according to the duration of Learning Abroad Programs. The categories reflect the Open Doors categories for duration, with the addition of two additional categories in summer in an attempt to better capture the full range of programs offered during the summer period.

Consistent with Open Doors, the short-term category includes Learning Abroad Programs with duration of two to eight weeks, the mid-length category includes programs with durations of one quarter to one semester and finally the category for long-term includes academic and calendar year programs. To facilitate comparison with national data in Open Doors, we only included U.S. citizens or permanent residents in for-credit Learning Abroad Programs in the analysis of duration.

All thirteen BTAA participating universities were able to report the duration for undergraduate and graduate students undertaking a program for credit. These universities reported the duration for 26,088 undergraduate and graduate students of which 18,322 students or 70.2% were participating in Short-Term programs (in comparison with 68.1% reported in the last period), 7,252 students or 27.8% in Mid-Length programs (in comparison to 27.4% in the last period), 474 students or 1.8% in Long-Term programs (Chart 19, Table 22).

Chart 19

Percentage of U.S. citizens or permanent residents in for-credit Learning Abroad Programs in Short-Term, Mid-Term and Long-Term programs



Short term programs were the most popular with an average of 67.7% of the total and median of 68.3%. Chart 20 presents the percentage of Short-Term programs for these thirteen universities.

Chart 20

Percentage of Short-Term Learning Abroad Programs - Undergraduate and Graduate (U.S. citizens or permanent residents) - For-Credit

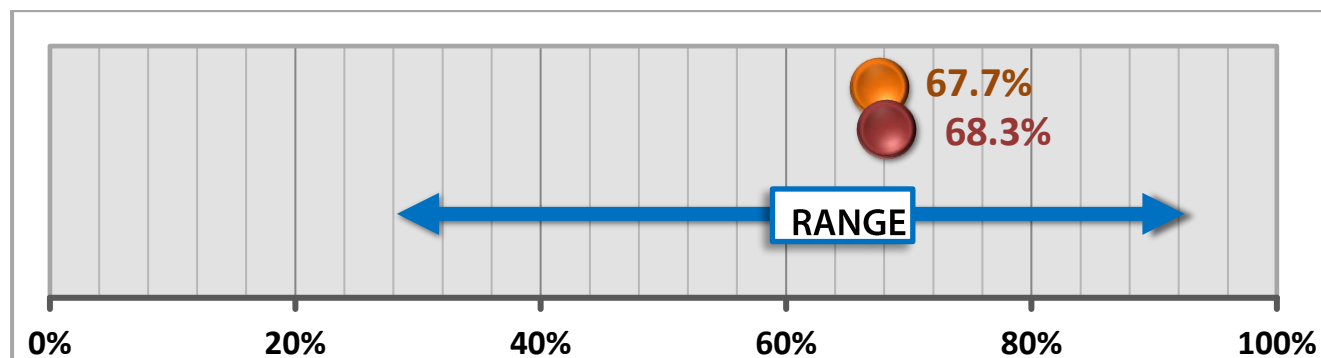


Table 22

Duration of learning abroad - Undergraduate and Graduate (U.S. citizens or permanent residents)- For-Credit

DURATION	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
<b>SHORT-TERM</b>	12,137	2,990	18,322
A. Summer: Two weeks or more.	6,978	795	8,446
B. Summer: Less than Two Weeks	821	301	1,122
C. January Term	782	244	1,632
D. Two to Eight Weeks during the Academic Year (including May Term)	1,399	594	3,113
E. Less than Two Weeks during the Academic Year (including May Term)	2,157	1,056	3,541
<b>MID-LENGTH</b>	5,362	214	7,252
F. One Quarter	0	0	0
G. Two Quarters	0	0	0
H. One Semester	5,362	214	7,252
<b>LONG-TERM</b>	264	90	474
I. Academic Year	257	76	450
J. Calendar Year (e.g. 2011 Southern Hemisphere programs)	7	14	24
<b>OTHER</b>	6	13	17
K. Other (please specify below)	6	13	17
<b>DO NOT KNOW</b>	12	11	23
L. Do Not Know	12	11	23
<b>TOTAL</b>	17,781	3,318	26,088

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

In the category of Mid-Length, one semester programs are the highest reported with 5,362 undergraduate students and 214 graduate students. These programs made up an aggregate of 27.8% of total enrollments with an average of 28.6% and a median of 30.1% (Table 23).

In the category of Short-Term, Summer programs with a duration of two weeks or more reported an aggregate of 32.4% (average 34.8% and median 35.2%) followed by Short-Term programs with a duration of less than two weeks during the academic year with an aggregate of 4.3% (average 4.4% and median 3.7%) and less than two weeks during the academic year with 13.6% (average 12.3% and median 9.7%).

Table 23

## Percentage of duration of learning abroad - Undergraduate and Graduate - for-credit

DURATION	Aggregate	Average	Median
<b>SHORT-TERM</b>	<b>70.2%</b>	<b>67.7%</b>	<b>68.3%</b>
A. Summer: Two weeks or more.	32.4%	34.8%	35.2%
B. Summer: Less than Two Weeks	4.3%	4.4%	3.7%
C. January Term	6.3%	6.6%	1.0%
D. Two to Eight Weeks during the Academic Year (including May Term)	11.9%	9.6%	3.9%
E. Less than Two Weeks during the Academic Year (including May Term)	13.6%	12.3%	9.7%
<b>MID-LENGTH</b>	<b>27.8%</b>	<b>28.6%</b>	<b>30.1%</b>
F. One Quarter	0.0%	0.0%	0.0%
G. Two Quarters	0.0%	0.0%	0.0%
H. One Semester	27.8%	28.6%	30.1%
<b>LONG-TERM</b>	<b>1.8%</b>	<b>1.9%</b>	<b>1.6%</b>
I. Academic Year	1.7%	1.8%	1.5%
J. Calendar Year (e.g. 2011 Southern Hemisphere programs)	0.1%	0.1%	0.0%
<b>OTHER</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>
K. Other (please specify below)	0.1%	0.1%	0.0%
<b>DO NOT KNOW</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.0%</b>
L. Do Not Know	0.1%	0.2%	0.0%

When we considered the numbers for undergraduate students only, an average of 66.7% participated in a short-term for-credit Learning Abroad Program, followed by 31.4% in a mid-length program and only 1.7% in a long-term program.

## 1.12. LEARNING ABROAD PROGRAM TYPES

This section analyzes what types of programs, for-credit and non-credit that learning abroad students participated in. Categories were derived from areas of activity often grouped by practitioners, and with reference to international data.

Ten BTAA participating universities were able to report on the totals by the program type, and nine reported a breakdown of undergraduate and graduate students. A total of 32,244 undergraduate students and graduate students who participated in credit and non-credit Learning Abroad Programs were reported (Table 24).

On average, the ten universities reported 71.7% of students participated in regular classes via faculty-led programs or host institutions which is by far the most popular type of Learning Abroad Program for all students (Table 25). This same result was seen for undergraduate students only with an average of 76.2% (Table 26).

This was an optional question, and as such, the quality of the data varies across the group, particularly the data on non-credit activities. Most institutions were able to provide accurate data on for-credit programs. Data for “regular classes via faculty-led programs, host institutions etc” is generally reliable, while other categories should be used with some caution. It is likely that actual participation levels are understated for all categories except category A.

**Table 24**

### Students in Learning Abroad Programs by type (for-credit and non-credit programs) (All students)

CATEGORY	CREDIT		NON-CREDIT		TOTAL	
	UG	GRADUATE	UG	GRADUATE	UG	GRADUATE
A. Regular classes via faculty-led program, host institution etc.	19,300	2,784	206	470	22,084	676
B. Internship, professional practicum	1,233	516	352	216	1,749	568
C. Service learning/community engagement	820	331	396	83	1,151	479
D. Volunteering	101	41	609	119	142	728
E. Research	278	256	124	779	534	903
F. Conference	10	19	44	859	29	903
I. Other	800	71	471	284	871	755
G. Language	173	9	36	10	182	46
<b>TOTAL</b>	<b>23,135</b>	<b>4,051</b>	<b>2,238</b>	<b>2,820</b>	<b>27,186</b>	<b>5,058</b>

[Note: due to data limitations, this table is likely to understate the actual participation levels of some program categories]

Table 25

## Percentage of students in Learning Abroad Programs by type (for-credit and non-credit programs) (All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	70.6%	71.7%	68.7%
B. Internship, professional practicum	7.2%	6.9%	6.0%
C. Service learning/community engagement	5.1%	5.6%	3.4%
D. Volunteering	2.7%	2.4%	0.7%
E. Research	4.5%	3.7%	3.9%
F. Conference	2.9%	2.2%	2.3%
I. Other	5.0%	5.6%	4.2%
G. Language	0.7%	1.1%	0.0%

[Note: due to data limitations, this table is likely to understate the actual participation levels of some program categories]

For undergraduate students only, ten universities reported 76.9% of undergraduate students participating in regular classes via faculty-led program or host institution for academic credit (Table 26). This compares with 80.9% last year and may indicate increased diversity in the types of learning abroad programs students are choosing. It may also be the result of better data reporting.

Table 26

## Percentage of undergraduate students in Learning Abroad Programs by type (For-credit and non-credit programs) (All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	76.9%	76.2%	73.7%
B. Internship, professional practicum	6.2%	6.3%	7.1%
C. Service learning/community engagement	4.8%	5.3%	3.8%
D. Volunteering	2.8%	2.3%	1.0%
E. Research	1.6%	1.5%	0.4%
F. Conference	0.2%	0.2%	0.1%
I. Other	5.0%	6.0%	4.7%
G. Language	0.8%	1.2%	0.0%

[Note: due to data limitations, this table is likely to understate the actual participation levels in most categories]

Table 27

Percentage of graduate students in Learning Abroad Programs by type (For-credit and non-credit programs)  
(All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	47.4%	52.4%	50.5%
B. Internship, professional practicum	10.7%	8.8%	5.5%
C. Service learning/community engagement	6.0%	9.9%	3.4%
D. Volunteering	2.3%	3.5%	0.2%
E. Research	15.1%	12.4%	11.5%
F. Conference	12.8%	7.8%	7.8%
I. Other	5.2%	4.2%	0.8%
G. Language	0.3%	0.9%	0.0%

[Note: due to data limitations, this table is likely to understate the actual participation levels in most categories]

### 1.13. STUDENTS WITH DISABILITIES

Seven BTAA participating universities reported a total of 452 students participating in a Learning Abroad Program. Across these seven universities, the average proportion of students with disabilities in comparison with the total was 3.5% (Table 28). This compares with 228 students reported in the previous period.

Table 28

Proportion of Students with Disabilities in Learning Abroad Programs

	Average	Median
Proportion of TOTAL	3.5%	3.1%

## SECTION 2

# DESTINATIONS

### 2.1. DESTINATIONS (ACADEMIC CREDIT) (All students)

This section analyzed where students undertook a Learning Abroad Program for academic credit. Universities were asked to report students by academic level (undergraduate and graduate). The results do not include students who studied abroad in Hawaii, Puerto Rico, Guam, U.S. Virgin Islands, or any other part of the U.S.

All thirteen BTAA participating universities reported the destination of a total of 27,750 undergraduate and graduate students who received academic credit from 146 destinations. This included 17,763 undergraduate and 2,858 graduate students.

The top 25 destinations for students in for-credit Learning Abroad Programs (undergraduate and graduate) were Italy, Spain, United Kingdom, Multidestination programs, China, France, Australia, Germany, Ireland, India, Brazil, Costa Rica, Japan, Mexico, South Africa, Greece, Ecuador, Denmark, Peru, Austria, Argentina, Chile, New Zealand, Singapore and Czech Republic. These countries made up 80.9% of all destinations (Table 29). The top five destinations in the previous period were United Kingdom, Italy, Spain, Multidestination programs and China.

2,154 students studied in a "Multi-Destination" which refers to students who spend half or less than half of their single learning abroad experience in any one destination (this definition is consistent with Open Doors).

Students who studied abroad on more than one program/experience in different destinations were counted in more than one category below and as a result, the total for this section is higher than the total reported learning abroad students.



**Table 29**  
**Top 25 Destinations (Academic Credit) (All students)**

CODE	COUNTRY	CREDIT		CREDIT TOTAL
		UNDERGRADUATE	GRADUATE	
3250	Italy	2,194	113	2,678
3280	Spain	2,208	48	2,647
3290	United Kingdom	2,036	111	2,487
8901	MULTIDESTINATION	1,441	407	2,154
2110	China	955	358	1,561
3223	France	888	117	1,175
6110	Australia	875	25	1,078
3226	Germany	791	103	1,035
3246	Ireland	585	53	818
2220	India	420	222	765
4315	Brazil	230	341	734
4230	Costa Rica	539	58	711
2140	Japan	386	60	528
4270	Mexico	319	97	475
1440	South Africa	304	89	445
3236	Greece	372	38	420
4330	Ecuador	240	50	380
3213	Denmark	281	6	363
4355	Peru	216	126	361
3206	Austria	168	17	317
4305	Argentina	166	57	306
4320	Chile	146	125	278
6120	New Zealand	202	9	255
2345	Singapore	149	12	255
3131	Czech Republic	231	12	249
	Other countries	3,160	1,343	5,275
<b>TOTAL - ALL DESTINATIONS</b>		<b>19,502</b>	<b>3,997</b>	<b>27,750</b>

Table 30

## Comparison of Top Destinations with previous academic year (Academic Credit) (All students)

RANK	COUNTRY	CREDIT TOTAL		
		Period 2014 - 2015	Period 2013 - 2014	Difference
1	Italy	2,678	2,560	118
2	Spain	2,647	2,396	251
3	United Kingdom	2,487	2,853	-366
4	MULTIDESTINATION	2,154	1,415	739
5	China	1,561	1,682	-121
6	France	1,175	1,193	-18
7	Australia	1,078	941	137
8	Germany	1,035	870	165
9	Ireland	818	738	80
10	India	765	703	62
11	Brazil	734	551	183
12	Costa Rica	711	698	13
13	Japan	528	403	125
14	Mexico	475	481	-6
15	South Africa	445	506	-61

## 2.2. DESTINATIONS BY REGIONS (FOR-CREDIT) (ALL STUDENTS)

In order to provide a bigger picture on the destinations chosen by learning abroad students, we regrouped the destinations by the following regions: Asia, Central America and the Caribbean, Europe, Middle East and North, Africa, North America, Oceania, Other, South America and Sub-Saharan Africa.

Based on this analysis, Europe was again the most popular region for learning abroad students taking a for-credit program between Fall 2014 and Summer 2015. The average for Europe as a region was 49.5% or nearly half of all learning abroad students. Asia was the second most popular region but shared a much smaller proportion at only 14.6% (Table 31 and Chart 21).

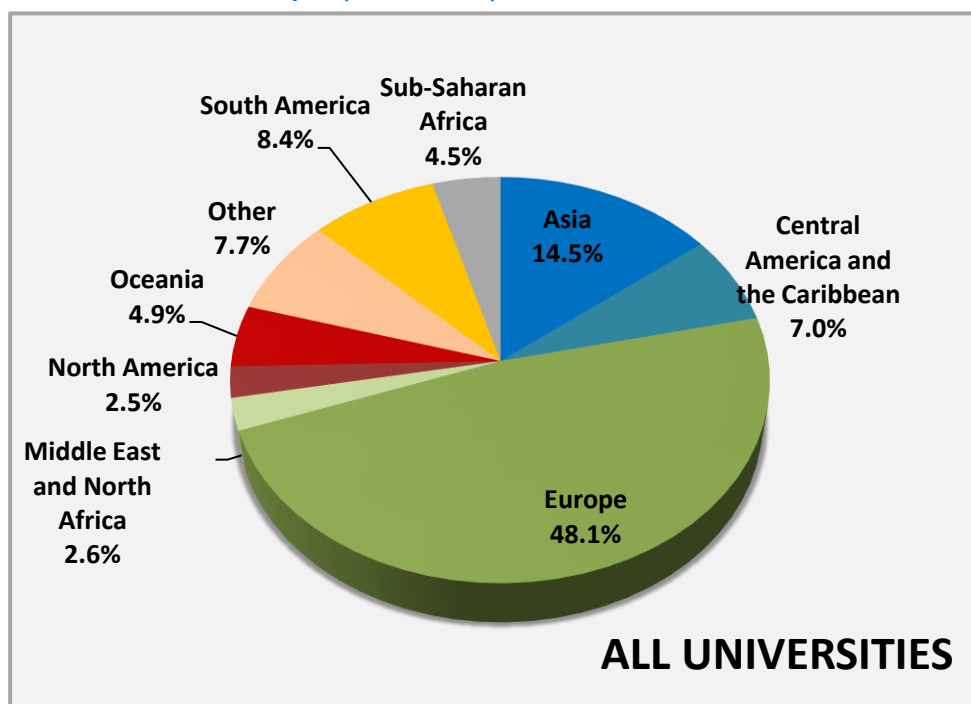
Table 31

## Percentage of destinations by regions (Academic Credit) (All students)

REGION	Aggregate	Average	Median
Asia	14.5%	14.6%	14.2%
Central America and the Caribbean	7.0%	6.8%	6.1%
Europe	48.1%	49.5%	50.1%
Middle East and North Africa	2.6%	2.8%	2.7%
North America	2.5%	2.2%	1.9%
Oceania	4.9%	4.8%	4.4%
Other (Includes Multi-Destination and Do not Know)	7.7%	6.8%	6.3%
South America	8.4%	8.1%	7.9%
Sub-Saharan Africa	4.5%	4.4%	4.5%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Chart 21

## Destinations by Regions - Average (Academic Credit) (All students)



### 2.3. DESTINATIONS (NON-CREDIT) (All students)

This section analyzed the destinations of the total reported Learning Abroad students who participated on a non-credit Learning Abroad Program. Universities were asked to report students by academic level (undergraduate and graduate). The results do not include students who studied abroad in Hawaii, Puerto Rico, Guam, U.S. Virgin Islands, or any other part of the U.S.

Twelve BTAA member universities were able to report on the destinations for non-credit Learning Abroad Programs, with varying levels of accuracy as previously noted in this report. They reported an aggregate of 4,917 undergraduate and graduate students who participated in non-academic credit programs from 145 destinations. Some universities were unable to report the distribution by study level for this group of students.

The leading destinations for Non-credit learning abroad differ to the leading destinations for Credit learning abroad. The top 25 destinations for students in non-credit Learning Abroad Programs (undergraduate and graduate) were Canada, Honduras, Japan, Nicaragua, Italy, Germany, China, Guatemala, United Kingdom, India, Costa Rica, Peru, Ecuador, Panama, Multidestination programs, Mexico, France, Spain, Korea (South), Uganda, South Africa, Tanzania, Brazil, Dominican Republic and Australia. These countries made up 73.8% of all destinations (Table 32). In the previous report, the top five countries were Canada, Ireland, China, Japan and Dominican Republic.

A total of 117 students studied in a "Multi-Destination" which refers to students who spend half or less than half of their single learning abroad experience in any one destination.

**Table 32**  
**Top 25 Destinations (Non-credit) (All students)**

CODE	COUNTRY	NON CREDIT		NON CREDIT TOTAL
		UNDERGRADUATE	GRADUATE	
5120	Canada	110	176	388
4260	Honduras	198	11	266
2140	Japan	182	29	242
4280	Nicaragua	147	39	233
3250	Italy	124	56	200
3226	Germany	56	74	189
2110	China	78	70	175
4250	Guatemala	107	22	165
3290	United Kingdom	56	72	165
2220	India	66	49	144
4230	Costa Rica	95	5	143
4355	Peru	67	25	128

4330	Ecuador	83	12	126
4290	Panama	115	5	125
8901	MULTIDESTINATION	35	82	117
4270	Mexico	33	38	115
3223	France	8	71	104
3280	Spain	23	49	102
2160	Korea (South)	28	46	84
1185	Uganda	12	21	78
1440	South Africa	23	36	74
1180	Tanzania	3	26	70
4315	Brazil	27	27	67
4125	Dominican Republic	56	5	63
6110	Australia	30	18	58
	Other countries	310	606	1283
<b>TOTAL - ALL DESTINATIONS FOR NON CREDIT LEARNING ABROAD PROGRAMS</b>		<b>2,072</b>	<b>1,670</b>	<b>4,904</b>

[Note: due to data limitations, this table is likely to understate the actual participation levels in non-credit programs in all destinations]

## 2.4. CHINA

To assist institutions in responding to the 100,000 Strong Initiative of the U.S. State Department, data for China is being presented as a national case study. 5.1% of reported Learning Abroad Program participants undertake activities in China with the majority attaining academic credit. This compares with 5.6% reported in the last academic year, and 6.6% reported in 2012-13. Note that non-credit activities are likely to be underreported.

**Table 33**

### Destination - China (credit and non-credit) (All students)

Category	Aggregate	Average	Median
Undergraduate students in credit programs	955	73	62
Graduate students in credit programs	358	28	14
<b>Total Credit Programs</b>	<b>1,588</b>	<b>122</b>	<b>124</b>
Undergraduate students in non-credit programs	78	6	0
Graduate students in non-credit programs	70	5	1
<b>Total Non-Credit programs</b>	<b>175</b>	<b>13</b>	<b>2</b>
<b>TOTAL</b>	<b>1,763</b>	<b>136</b>	<b>134</b>

## 2.5. AMERICAS (Latin America and the Caribbean)

The breakdown for the Latin American and Caribbean region is being presented to support institutional activities around the U.S. State Department 100,000 Strong in the Americas initiative. A total of 6,452 students were reported as studying in this region in comparison with 5,911 reported in the previous period. This figure represents 22.3% of the total, an increase from 18.2% last year. 19.7% of undergraduate learning abroad activities and 26.8% of graduate learning abroad activities are occurring in Latin America and the Caribbean. At the graduate level, twenty percent of activities are non-credit-bearing.

**Table 34**

**Destination - Americas (Credit and non-credit) (All students)**

Category	Aggregate	Average	Median
Undergraduate students on credit programs	2,714	247	238
Graduate students on credit programs	1,150	105	117
<b>Total Credit Programs</b>	<b>4,776</b>	<b>367</b>	<b>364</b>
Undergraduate students on non-credit programs	1,006	91	72
Graduate students on non-credit programs	300	27	5
<b>Total Non Credit programs</b>	<b>1,676</b>	<b>129</b>	<b>88</b>
<b>TOTAL</b>	<b>6,452</b>	<b>496</b>	<b>512</b>

## SECTION 3

### PROGRAM MANAGEMENT

This section provides comparative data on the management of Learning Abroad Programs so that data-driven decisions can be made to improve resource management and student participation. Throughout this section, it should be noted that no two institutions run identical Learning Abroad Programs, so the data should be considered within the context of each institution.

#### 3.1. STAFFING RATIOS

Universities were asked to report how many staff were tasked primarily with learning abroad activities both within the Study Abroad Office (SAO) and in other offices across campus. The term *staff* will be used to represent all positions regardless of academic and administrative designation.

Twelve BTAA member universities responded and an aggregate of 544.0 FTE staff were employed to work on Learning Abroad Program related tasks.

We requested universities to provide the breakdown of their staff based on the following categories:

- Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis
- Interns, student workers, temporary workers employed in the SAO
- Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title

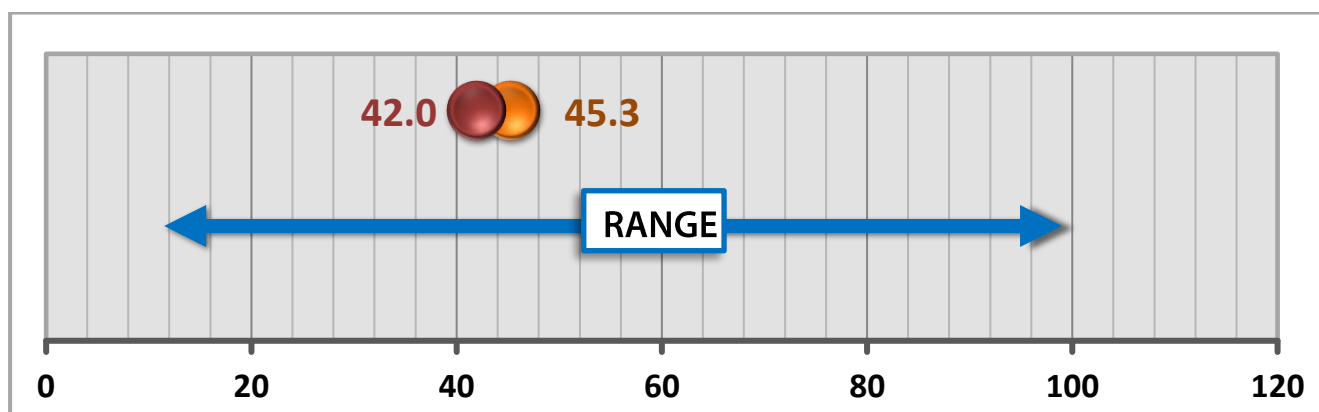
The majority were employed as full time staff in the SAO on a regular basis with an average of 17.8 FTE which represents 43.6% of the total FTE (Table 35 and Table 36).

This was followed by interns, student workers, temporary workers employed in the SAO's with an average of 15.5, which represents 34.3% of the total. Finally, 12.0 were staff outside the SAO's who had study/learning abroad as a primary component of their job assignment and/or title with an average of 22.1%.

**Table 35**  
Staffing ratios (FTE)

CATEGORIES	Aggregate	Average	Median
Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis	214.0	17.8	16.5
Interns, student workers, temporary workers employed in the SAO	186.0	15.5	15.0
Staff outside of the SAO, e.g. college liaison, had study/learning abroad as a primary component of their job assignment &/or title	144.0	12.0	5.5
<b>TOTAL</b>	<b>544.0</b>	<b>45.3</b>	<b>42.0</b>

**Chart 22**  
Total number of staff on Learning Abroad Program related tasks (FTE)



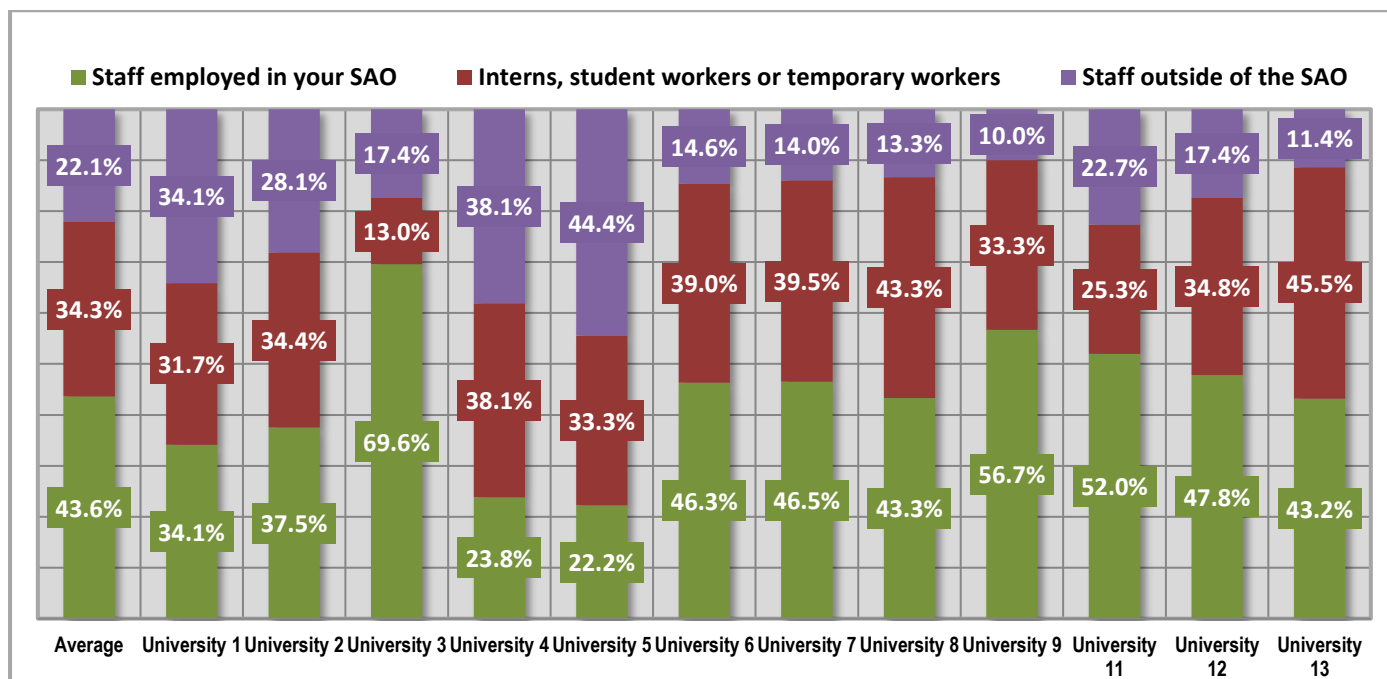
**Table 36**  
Percentage of staff distribution (FTE)

CATEGORIES	Aggregate	Average	Median
Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis	39.3%	43.6%	44.8%
Interns, student workers, temporary workers employed in the SAO	34.2%	34.3%	34.6%
Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title	26.5%	22.1%	17.4%



Chart 23

## Percentage of staff distribution by university (FTE)



### 3.2. WORKLOAD

This question tracks the recruitment 'funnel' to provide a picture of workload related to Learning Abroad Program tasks at each stage of the student recruitment and administration process. This is important because the more traditional way of understanding workload relies on participation statistics, which does not take into account the full workload of processing applications that do not convert to participants.

For this analysis, this year we requested information including all students (credit and non-credit, resident, international, internal, external etc.) managed by the Study Abroad Office (SAO) and if also relevant, by other external units such as faculties.

Eight participating BTAA member universities reported their workload managed by the SAO, receiving in aggregate 22,310 applications, 17,592 acceptances and 15,600 participants.

Six participating BTAA member universities reported numbers that also included students managed by external units. For this academic year, these six universities reported a total of 27,854 applications, 21,712 acceptances and 19,251 participants.

This information allowed us to calculate the workload per staff for the various tasks. In addition, we were able to calculate the conversion rate that involves the application process for Learning Abroad Programs. This information may be most effectively used to examine possible causes of drop-outs from the application process and to consider strategies used by

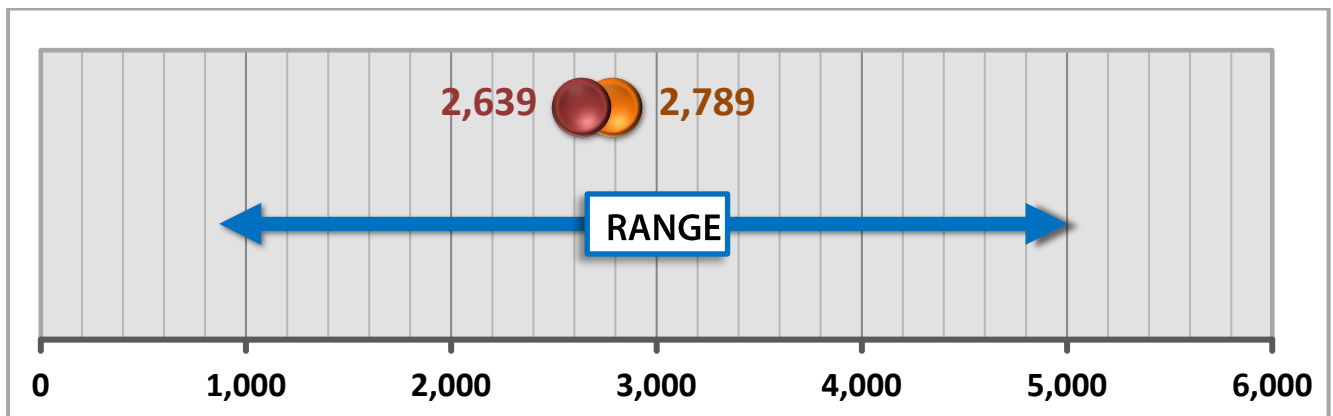
other institutions to increase the odds of applicants becoming participants (and therefore the time of staff being engaged most effectively).

Note, that in this section, only staff employed in the SAO on a regular basis is used in calculations (as this has changed from the previous report, the data categories which include staffing are not comparable).

### Applications managed by the SAO

On average, the SAO's of these eight universities received 2,789 applications with a median of 2,639 applications. The highest number of applications reported was 5,003 applications.

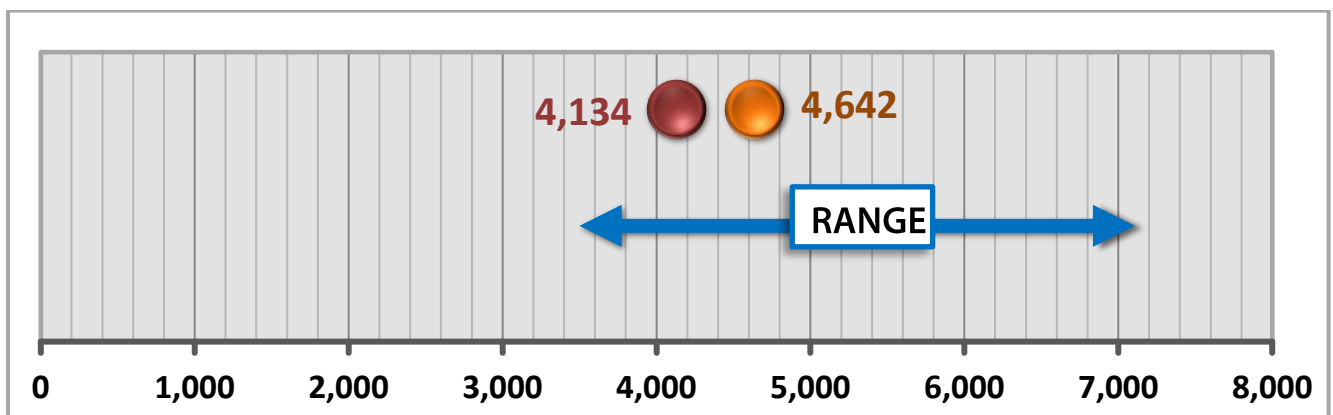
Chart 24  
Workload - Applications by the SAO



### Applications managed by the university (SAO + external units)

On average, six universities reported an average of 4,642 applications with a median of 4,134 applications received by the SAO and other external units. The highest number of applications reported was 7,108 applications.

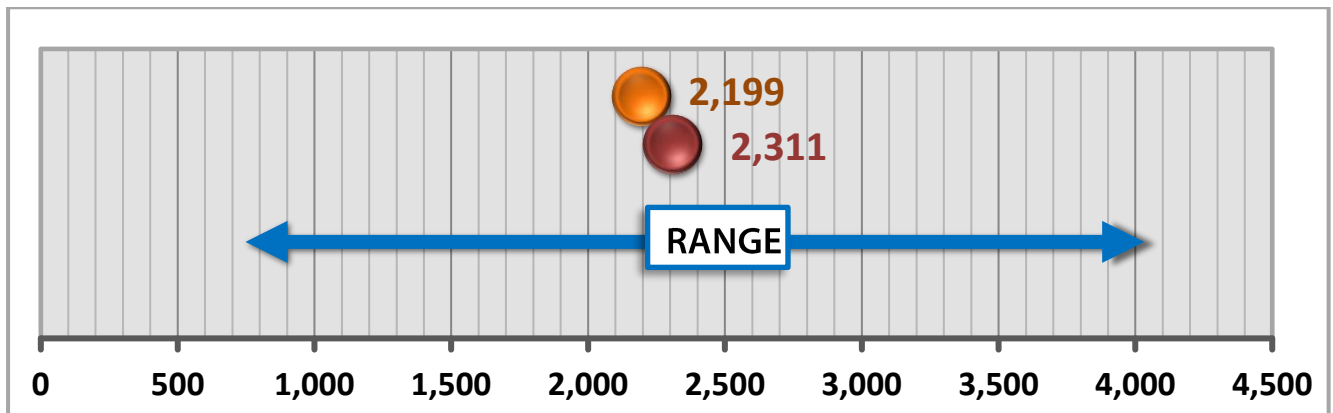
Chart 25  
Workload - Applications by the SAO and external units



**Acceptances managed by the SAO**

On average, the SAO's of these eight universities received 2,199 acceptances with a median of 2,311 acceptances. The highest number of acceptances reported was 4,032 acceptances.

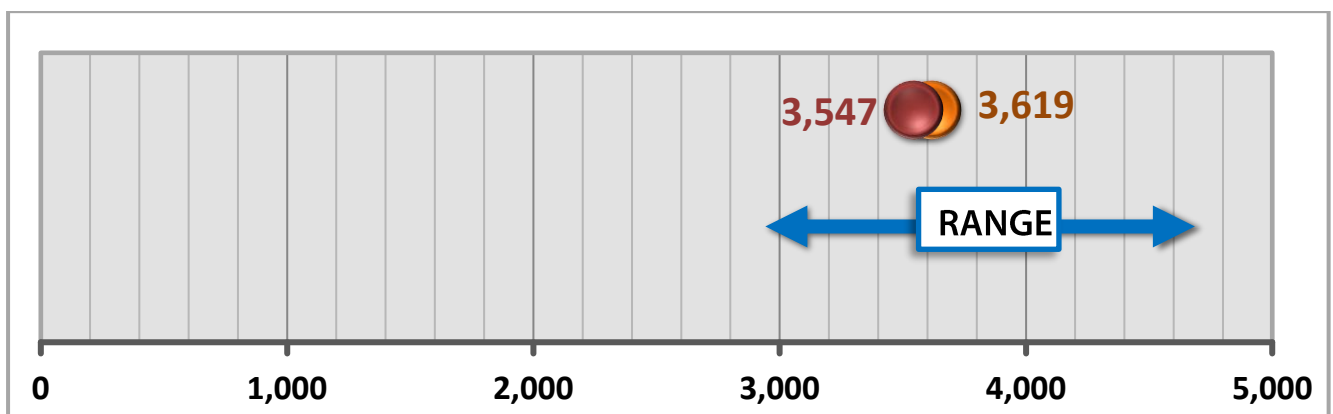
**Chart 26**  
**Workload - Acceptances by the SAO**



**Acceptances managed by the university (SAO + external units)**

On average, six universities reported 3,619 acceptances with a median of 3,547 acceptances received by the SAO and other external units. The highest number of acceptances reported was 4,686 acceptances.

**Chart 27**  
**Workload - Acceptances by the SAO and external units**

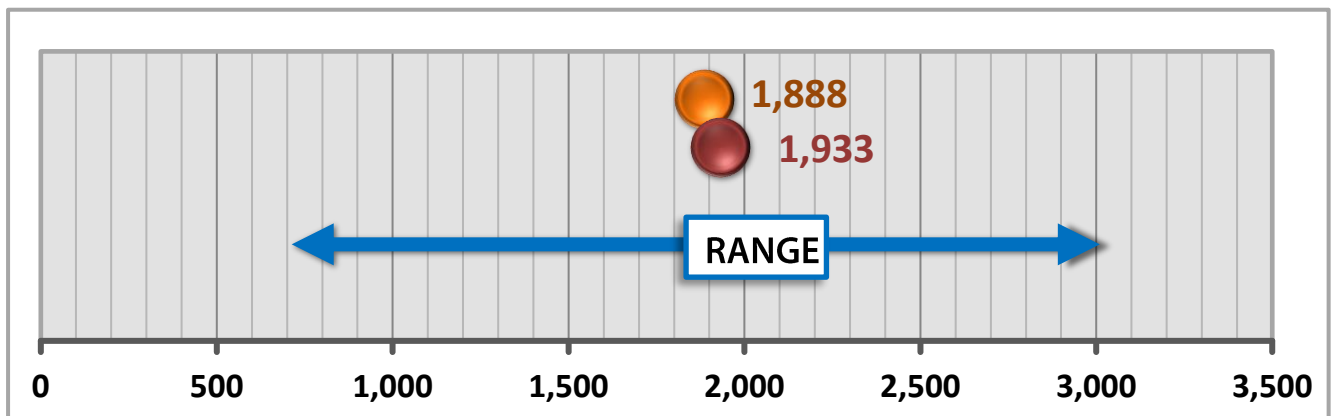


**Participants managed by the SAO**

On average, the SAO's of these eight universities received 1,888 participants with a median of 1,933 participants. The highest number of participants reported was 3,010 participants.

Chart 28

Workload - Participants by the SAO

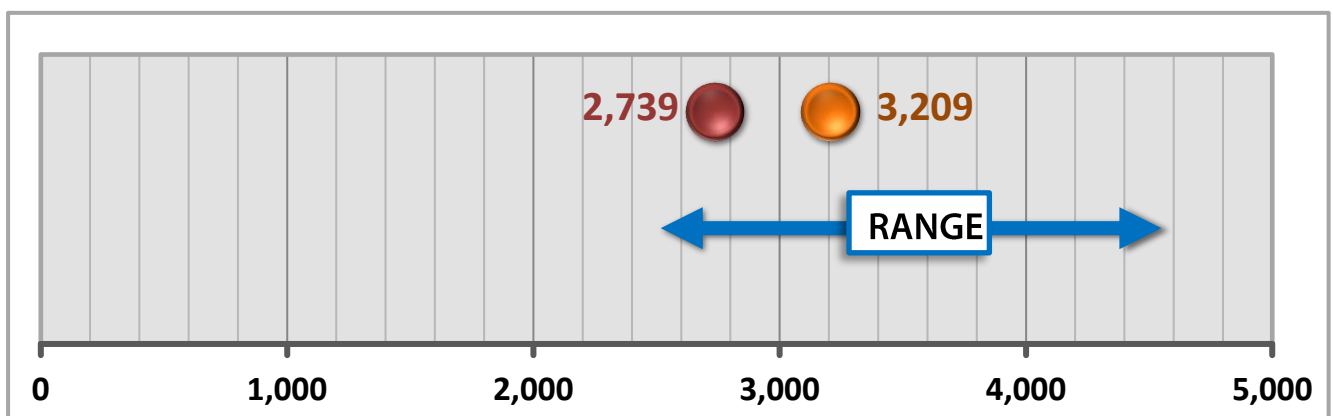


**Participants by the university (SAO + external units)**

On average, six universities reported 3,209 participants with a median of 2,739 participants received by the SAO and other external units. The highest number of participants reported was 4,550 participants.

Chart 29

Workload - Participants by the university (SAO + external units)



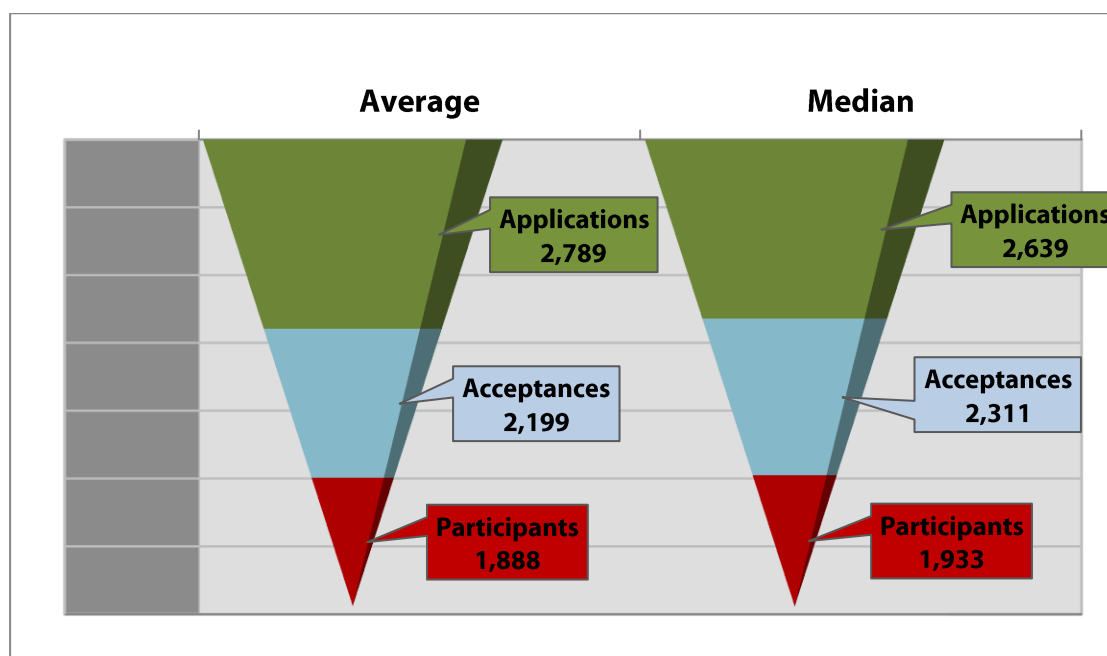
### Conversion Rates

The data provided by nine universities allowed us to calculate important conversion rates between applications to participants and acceptances to participants. Note that this year we are providing an analysis based on the numbers managed by the SAO office only.

The conversion rate of applications to participants was particularly interesting as on average, 70.6% of applications resulted in student participation in a Learning Abroad Program. From there, 87.7% of acceptances are actually participating in the program (Table 37).

Chart 30 shows the number of applications, acceptances and participants serviced by each university and the average numbers for these nine universities. The chart illustrates the recruitment 'funnel' for each university, which represents the basis of the analysis of conversion rates for this period.

**Chart 30**  
**Number of Applications, Acceptances and Participants**



**Table 37**  
**Conversion Rates (SAO only)**

	Aggregate	Average	Median
Conversion of Applications to participants	67.7%	70.6%	72.7%
Conversion of Acceptances to participants	85.8%	87.7%	88.0%

Chart 31: Conversion Rates of Applications to Participants shows the percentage of participant applications accepted for each university including an average of 70.6% and a median of 72.7%.

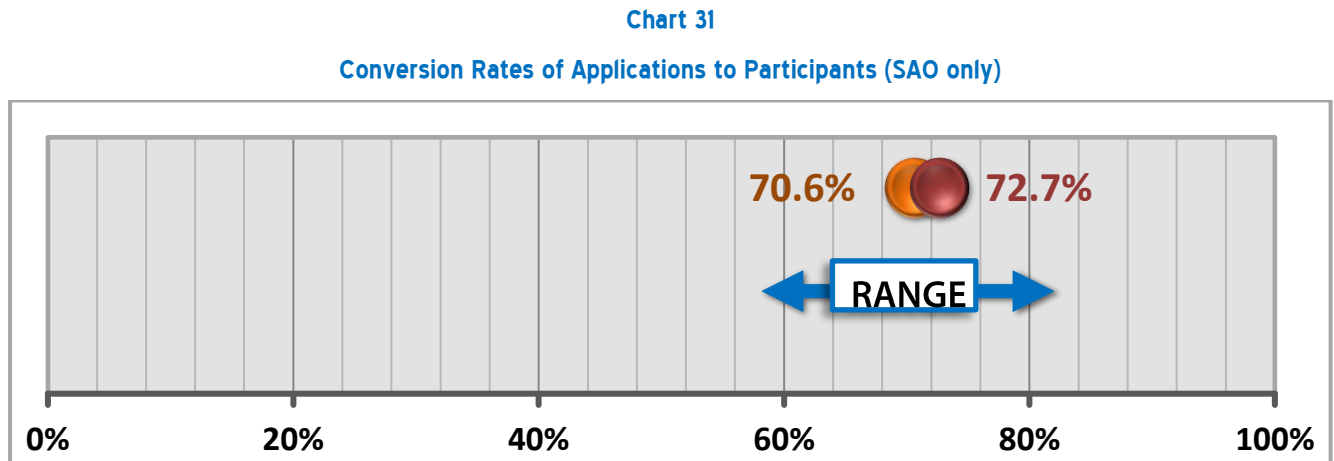
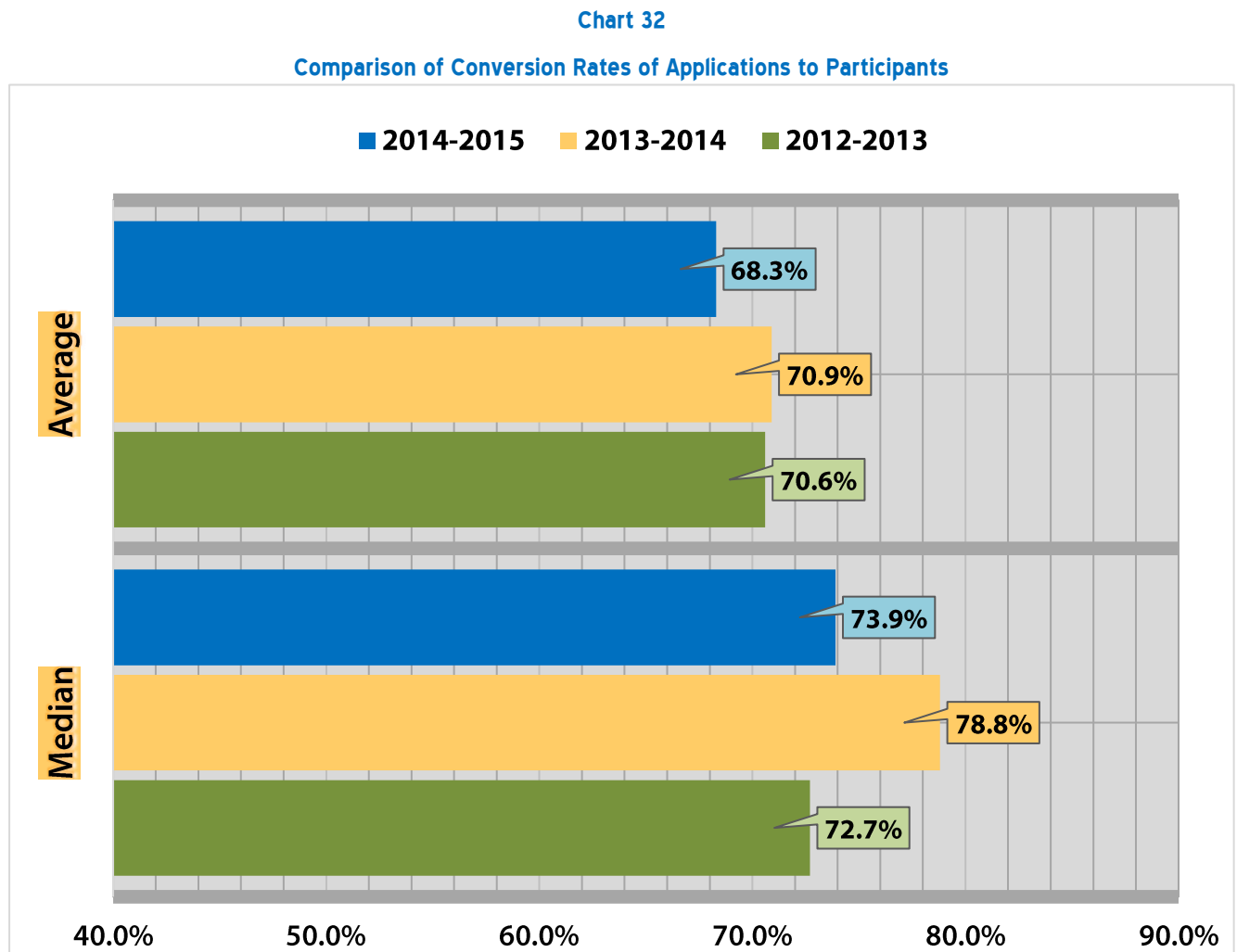


Chart 32: Comparison of Conversion Rates of Applications to Participants shows the average and median for the last three academic years.



### 3.3. STAFF COMPENSATION

Universities were asked to provide staff compensation information for five job classifications: Director or equivalent; Assistant/Associate Director/s or equivalent; Senior Program or Senior Administrative staff; Study Abroad/Program Advisors/Coordinators and Clerical/Program Assistants. Twelve BTAA member universities responded.

In general, in comparison to data from the previous year, salaries have increased incrementally and show less variation across the group.

Data in this section is blinded to protect the privacy of individual staff members.

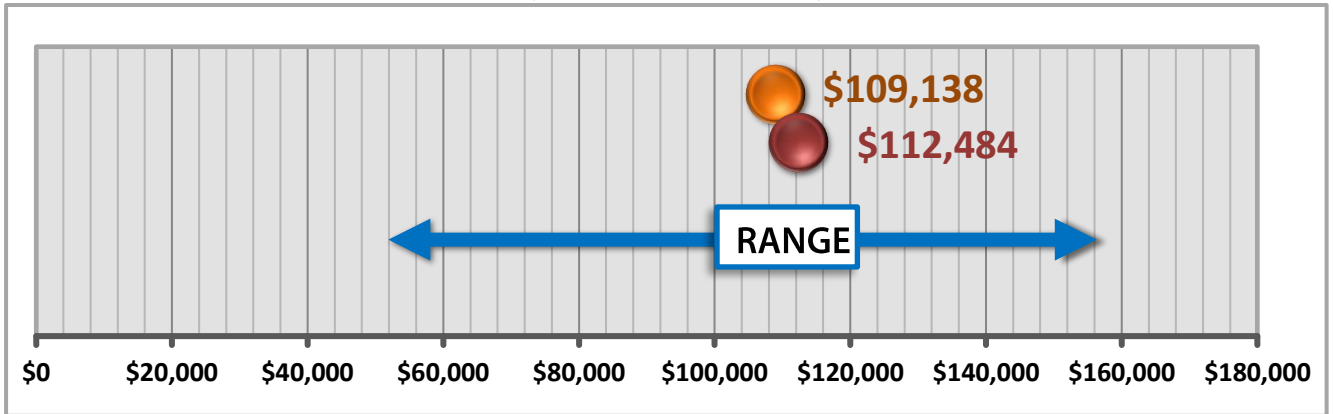
**Table 38**  
**Staff Compensation**

ANNUAL SALARY		AVERAGE ANNUAL SALARY	MEDIAN ANNUAL SALARY
DIRECTOR OR EQUIVALENT		\$109,138	\$112,484
Assistant/Associate DIRECTOR/S OR EQUIVALENT	MIN	\$54,483	\$60,413
	Average	\$69,962	\$68,509
	MAX	\$68,120	\$75,570
SENIOR PROGRAM OR SENIOR ADMINISTRATIVE STAFF	MIN	\$51,434	\$51,250
	Average	\$55,844	\$56,165
	MAX	\$63,238	\$64,292
STUDY ABROAD/PROGRAM ADVISORS/COORDINATORS	MIN	\$38,989	\$37,870
	Average	\$44,502	\$42,000
	MAX	\$50,099	\$46,918
CLERICAL/PROGRAM ASSISTANTS	MIN	\$33,770	\$34,143
	Average	\$37,388	\$38,402
	MAX	\$41,306	\$41,119

The average compensation received by a Director or equivalent position was \$109,138 in comparison to \$108,453 reported on the previous academic year and the median was \$112,484.

Chart 33

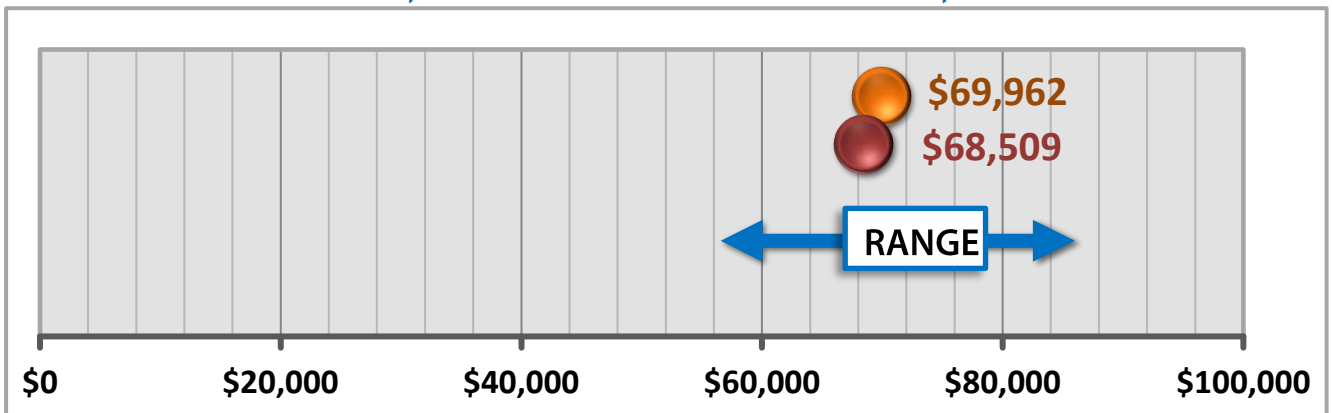
Staff Compensation - Director or equivalent



The average compensation received by an Assistant/Associate Director/s or equivalent was \$69.962 in comparison to \$66.419 reported on the previous academic year. The median was \$68.509. The minimum average compensation was \$54.483 and the maximum average was \$68.120.

Chart 34

Staff Compensation - Assistant/Associate Director/s or equivalent

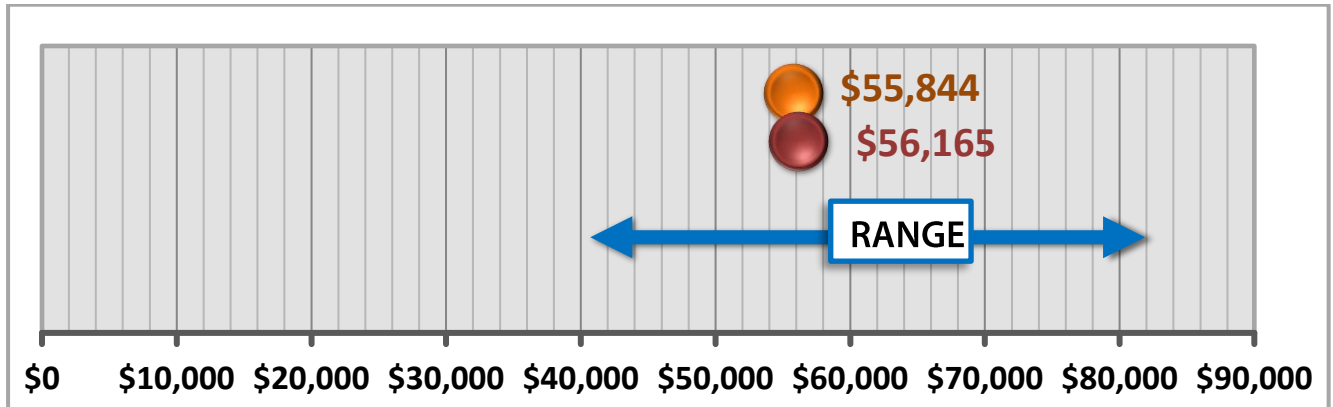


The average compensation received by Senior Program or Senior Administrative Staff was \$55.844 in comparison to \$52.695 reported on the previous academic year. The median was \$56.165. The minimum average compensation was \$51.434 and the maximum average was \$63.238.



Chart 35

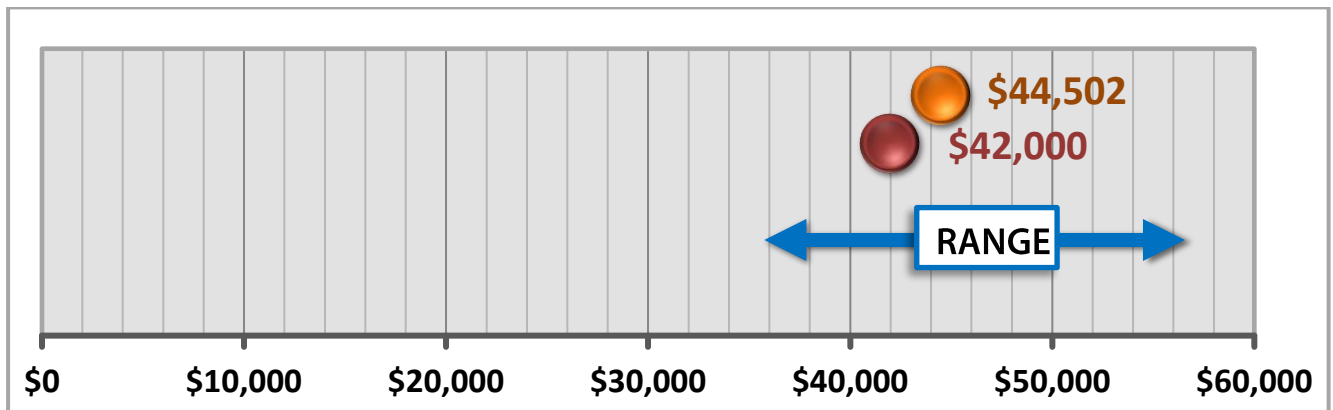
Staff Compensation - Senior Program or Senior Administrative Staff



The average compensation received by Study Abroad/Program Advisors/Coordinators was \$44,502 in comparison with \$43,413 reported on the previous period. The median was \$42,000. The minimum average compensation was \$38,989 and the maximum average was \$50,099.

Chart 36

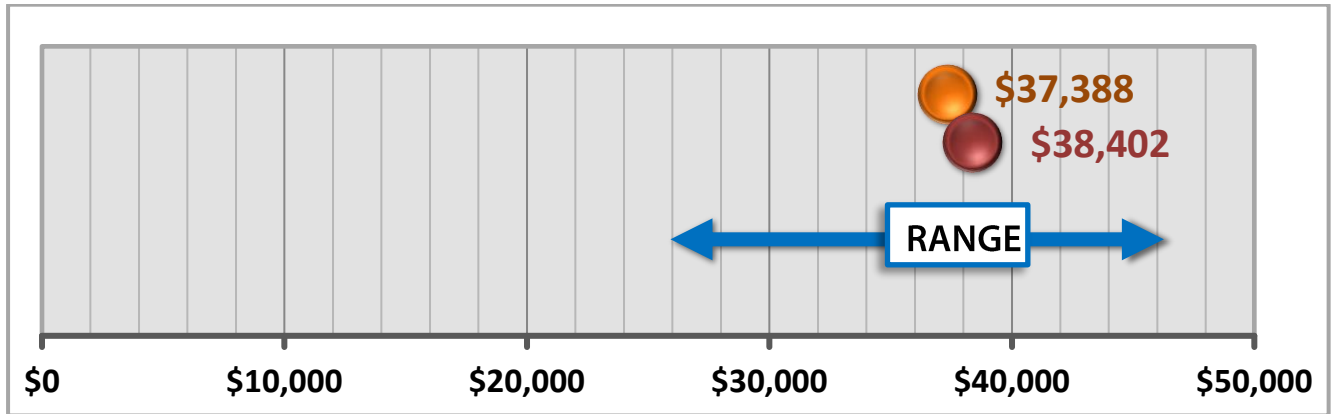
Staff Compensation - Study Abroad/Program Advisors/Coordinators



The average compensation received by Clerical/Program Assistants was \$37,388 in comparison with \$36,672 reported on the previous period. The median was \$38,402. The minimum average compensation was \$33,770 and the maximum average was \$41,306.

Chart 37

Staff Compensation - Clerical/Program Assistants



## SECTION 4

### STUDENT SUCCESS

#### 4.1. RETENTION RATE

As an optional section on the survey, five participating BTAA member universities were able to report on the retention rate of undergraduate students that participated in a for-credit learning abroad experience against those who did not participate in a Learning Abroad Program. This group of universities provided the retention rate for first-to-second-year, second-to-third-year and third-to-fourth-year for the entering class of 2010.

The average calculated indicates a higher retention rate for learning abroad students in all three categories. On average this group reported a difference in the first-to-second year retention rate of 13.5% for learning abroad students in comparison to non-learning abroad students. For second-to-third-year the average difference was 17.6% and for third-to-fourth year the average was 18.6%. (Table 39). These results are consistent with the figures reported for the previous academic year and in the last report (11.8% first-to-second year, 16.5% second-to-third-year and 16.4% third-to-fourth year). Chart 39 presents the results for these five universities.

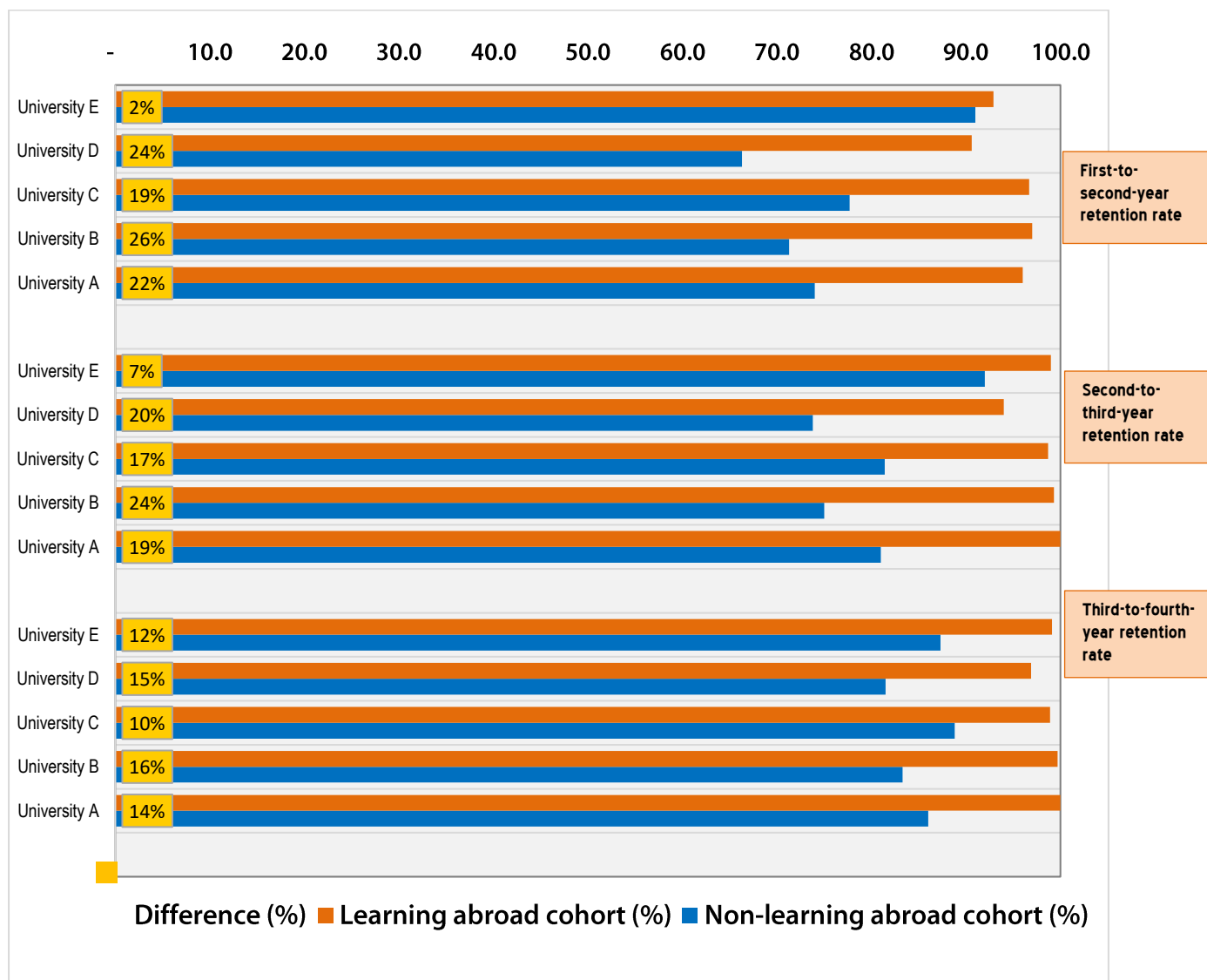
**Table 39**  
Average Retention Rate for Non-learning abroad and learning abroad cohort (in %)

Average Retention rate (2010 entering class)	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Difference (%)
<b>A. First-to-second-year retention rate</b>	<b>85.4%</b>	<b>98.9%</b>	<b>13.5%</b>
<b>B. Second-to-third-year retention rate</b>	<b>80.6%</b>	<b>98.2%</b>	<b>17.6%</b>
<b>C. Third-to-fourth-year retention rate</b>	<b>76.1%</b>	<b>94.6%</b>	<b>18.6%</b>

A few limitations of this data should be acknowledged for when the data is cited in future. Firstly, the data does not take into account when a student participated in a Learning Abroad Program. In Chart 38, the retention rate from first-to-second-year is less likely to reflect any effect of learning abroad than the retention rate for subsequent years. Secondly, data of this nature cannot account for pre-existing characteristics of students, or predispositions, such as motivation levels, intelligence or pre-college preparation, which have been shown to impact upon retention and completion.

Finally, learning abroad is just one part of a complex higher education experience, which varies from one student to the next. The intention of the data reported in this section is to support institutional dialogue on learning abroad outcomes and encourage further research of this nature.

**Chart 38**  
Retention Rate for Non-learning abroad and learning abroad cohort (in %)



## 4.2. COMPLETION RATE

Five participating BTAA member universities reported on graduation rates for undergraduate students who did not participate in a for-credit learning abroad experience and those who did. This group of universities provide the graduation rates for students entering in the years 2008, 2009 and 2010 for the categories 4 years or less, more than 4 years but 5 years or less, and more than 5 years but 6 years or less.

The average of these five institutions indicates a higher graduation rate for learning abroad students in all categories (Table 40). The graduation rate of learning abroad students for each institution is also higher than non-learning abroad students with some minor variations across the institutions (Table 41, 42 and 43).

**Table 40**  
Average Graduation Rate for Non-learning abroad and learning abroad cohort (in %)

Entering year cohort	4 years or less		5 years or less		6 years or less	
	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Non-learning abroad cohort (%)	Learning abroad cohort (%)
A. 2008	44.7%	71.2%	63.2%	91.7%	72.0%	95.0%
B. 2009	45.8%	70.5%	63.8%	91.2%		
C. 2010	47.3%	76.0%				

**Table 41**  
Graduation Rate 4 years or less for Non-learning abroad and learning abroad cohort (in %)

4 YEARS OR LESS	UNIVERSITY A		UNIVERSITY B		UNIVERSITY C		UNIVERSITY D		UNIVERSITY E	
	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)
A. 2008	47%	78%	44%	65%	34%	63%	48%	72%	51%	79%
B. 2009	47%	73%	46%	66%	35%	63%	48%	71%	53%	79%
C. 2010	50%	80%	48%	70%	35%	66%	49%	82%	55%	82%

**Table 42**  
Graduation Rate 5 years or less for Non-learning abroad and learning abroad cohort (in %)

5 YEARS OR LESS	UNIVERSITY A		UNIVERSITY B		UNIVERSITY C		UNIVERSITY D		UNIVERSITY E	
	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)
A. 2008	67%	95%	67%	92%	50%	85%	66%	93%	66%	94%
B. 2009	66%	94%	69%	93%	52%	83%	66%	93%	67%	93%

**Table 43**  
**Graduation Rate 6 years or less for Non-learning abroad and learning abroad cohort**  
**(in %)**

6 YEARS OR LESS	UNIVERSITY A		UNIVERSITY B		UNIVERSITY C		UNIVERSITY D		UNIVERSITY E	
	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)
A. 2008	71%	97%	71%	95%	53%	88%	96%	100%	69%	96%

## Appendix 1. DEFINITIONS

### PROGRAM TYPES

**REGULAR CLASSES VIA FACULTY-LED PROGRAM, HOST INSTITUTION ETC** - Includes the categories:

- Bilateral exchange
- Classes at a local university other than bilateral exchange
- Classes at an overseas branch campus of the home university
- Classes at a home institution study abroad center
- Embedded program
- Hybrid program
- Other

**BILATERAL STUDENT EXCHANGE** - A program involving reciprocal movement of students between two institutions. May be student-per-student, or a specified number of incoming students may be accepted per outgoing student.

**CLASSES AT A LOCAL UNIVERSITY OTHER THAN BILATERAL EXCHANGE**- Includes study abroad, short summer programs at a local university, and programs of classes other than on a bilateral exchange basis.

**CLASSES AT AN OVERSEAS BRANCH CAMPUS OF THE HOME UNIVERSITY** - Includes study abroad, short summer programs at an overseas branch campus of the home university.

**EMBEDDED PROGRAM (OR COURSE-EMBEDDED STUDY ABROAD)** - A short study abroad experience that forms an integral part of, or an optional add-on to, a course given on the home campus. Most commonly, the study abroad portion of the course takes place during a midterm break or after the end of the on-campus term and is just a week or two long.

**FACULTY-LED PROGRAM (OR FACULTY-DIRECTED PROGRAM)** - A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration.

**HYBRID PROGRAM (OR MIXED PROGRAM)** - A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.

**LANGUAGE PROGRAM**: A study abroad program whose primary mission is language instruction.

**INTERNSHIP/PROFESSIONAL PRACTICUM** - A work abroad placement, usually connoting working with professionals, with a primary purpose that is educational. Essentially synonymous with the terms practicum and practical training. An internship program may be offered for the experience in its own right, or may be combined with coursework and offered within the context of a study abroad program for academic credit. Paid or unpaid. (Forum for Education Abroad, 2011).

**SERVICE LEARNING/COMMUNITY ENGAGEMENT** - A subtype of field study program in which the pedagogical focus is a placement in an activity that serves the needs of a community. A specially designed experience combining reflection with structured participation in a community-based project to achieve specified learning outcomes as part

of a study abroad program. The learning is structured to develop an integrated approach to understanding the relationship among theory, practice, ideals, values and community. (Forum for Education Abroad, 2011).

**VOLUNTEERING** - A placement allowing participants to engage with the local community in a structured but unpaid capacity (though some programs provide a living stipend). Although this term is often used interchangeably with service learning, it is different in that academic credit is not awarded and there is typically less structured learning. (Forum for Education Abroad, 2011).

**RESEARCH** - A subtype of field study program in which the main focus is research conducted by participating students. (Forum for Education Abroad, 2011).

**CONFERENCE** - A professional or academic conference

### **DIVERSITY GROUPS**

**FIRST GENERATION STUDENT** - (a) An individual both of whose parents did not complete a baccalaureate degree; or (b) in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree (Higher Education Act, 1965).

**OTHER DIVERSITY GROUPS** - Students representing all other diversity groups as defined by the reporting institution.



## Appendix 2. FIELDS OF STUDY

Table A2-1

Percentage of major fields of study - Undergraduate and Graduate (U.S. citizens or permanent residents) - For-Credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
01 Agriculture, Agriculture Operations & Related Science	3.3%	3.1%	3.2%
03 Natural Resources and Conservation	1.1%	1.0%	0.8%
04 Architecture & Related Services	1.8%	1.9%	1.3%
05 Area, Ethnic, Cultural & Gender Studies	0.7%	0.7%	0.7%
09 Communication, Journalism & Related Programs	5.0%	5.7%	6.7%
10 Communications Technologies/ Technicians & Support Services	0.7%	0.4%	0.0%
11 Computer & Information Sciences & Support Services	1.2%	1.1%	1.1%
12 Personal & Culinary Services	0.1%	0.0%	0.0%
13 Education	3.3%	3.1%	3.2%
14 Engineering	8.0%	7.8%	6.5%
15 Engineering Technologies/Technicians	0.4%	0.3%	0.0%
16 Foreign Languages, Literatures & Linguistics	4.5%	4.5%	4.0%
19 Family & Consumer Sciences/Human Sciences	1.0%	0.9%	1.1%
22 Legal Professions & Studies	0.9%	0.9%	0.6%
23 English Language & Literature/Letters	1.6%	1.9%	1.8%
24 Liberal Arts & Sciences, General Studies	3.0%	2.7%	1.0%
25 Library Science	0.1%	0.1%	0.0%
26 Biological & Biomedical Sciences	5.3%	5.2%	4.5%
27 Mathematics & Statistics	1.1%	1.0%	0.6%
28 Reserve Officer Training Corps (J/ROTC)	0.0%	0.0%	0.0%
29 Military Technologies	0.0%	0.0%	0.0%
30 Multi/Interdisciplinary Studies (excluding International/Global Studies, which should be reported separately under code number 30.2)	0.7%	0.7%	0.2%

30 (30.2) International/Global Studies	2.4%	2.4%	2.9%
31 Parks, Recreation, Leisure & Fitness Studies	1.4%	1.5%	0.7%
32 Basic Skills	0.0%	0.0%	0.0%
38 Philosophy and Religious Studies	0.2%	0.2%	0.2%
39 Theology & Religious Vocations	0.0%	0.0%	0.0%
40 Physical Sciences	2.3%	2.1%	1.1%
41 Science Technologies/Technicians	0.0%	0.0%	0.0%
42 Psychology	2.1%	2.4%	2.9%
43 Homeland Security, Law Enforcement, Firefighting, & Related Protective Services	0.7%	0.4%	0.0%
44 Public Administration & Social Service Professions	2.0%	2.4%	1.5%
45 Social Sciences	7.9%	7.9%	6.8%
46 Construction Trades	0.0%	0.1%	0.0%
47 Mechanic & Repair Technologies/ Technicians	0.0%	0.0%	0.0%
48 Precision Production	0.0%	0.0%	0.0%
49 Transportation & Materials Moving	0.3%	0.3%	0.0%
50 Visual & Performing Arts	3.2%	3.7%	3.6%
51 Health Professions & Related Clinical Sciences	6.4%	7.1%	4.8%
52 Business, Management, Marketing & Related Support Services	20.1%	20.5%	19.2%
54 History	3.0%	1.3%	1.0%
60 Residency Programs	0.1%	0.0%	0.0%
90 Undeclared	1.6%	1.9%	0.3%
97 Unknown Field of Study	2.3%	2.4%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table A2-2

## Percentage of major fields of study - Undergraduate (U.S. citizens or permanent residents) - For-Credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
01 Agriculture, Agriculture Operations & Related Science	3.4%	3.5%	3.4%
03 Natural Resources and Conservation	1.2%	1.1%	1.2%
04 Architecture & Related Services	1.4%	1.5%	1.1%
05 Area, Ethnic, Cultural & Gender Studies	0.8%	0.8%	0.7%
09 Communication, Journalism & Related Programs	6.5%	6.9%	7.9%
10 Communications Technologies/ Technicians & Support Services	0.6%	0.5%	0.0%
11 Computer & Information Sciences & Support Services	1.4%	1.4%	1.6%
12 Personal & Culinary Services	0.0%	0.0%	0.0%
13 Education	3.0%	2.8%	3.0%
14 Engineering	9.3%	9.0%	7.1%
15 Engineering Technologies/Technicians	0.4%	0.4%	0.0%
16 Foreign Languages, Literatures & Linguistics	5.3%	5.0%	4.0%
19 Family & Consumer Sciences/Human Sciences	1.2%	1.0%	1.3%
22 Legal Professions & Studies	0.3%	0.3%	0.0%
23 English Language & Literature/Letters	2.2%	2.3%	2.2%
24 Liberal Arts & Sciences, General Studies	3.2%	3.0%	0.7%
25 Library Science	0.0%	0.0%	0.0%
26 Biological & Biomedical Sciences	5.7%	5.5%	4.8%
27 Mathematics & Statistics	0.7%	0.8%	0.7%
28 Reserve Officer Training Corps (J/ROTC)	0.0%	0.0%	0.0%
29 Military Technologies	0.0%	0.0%	0.0%
30 Multi/Interdisciplinary Studies (excluding International/Global Studies, which should be reported separately under code number 30.2)	0.8%	0.9%	0.2%
30 (30.2) International/Global Studies	3.1%	3.1%	3.8%

31 Parks, Recreation, Leisure & Fitness Studies	1.9%	2.0%	1.2%
32 Basic Skills	0.0%	0.0%	0.0%
38 Philosophy and Religious Studies	0.3%	0.3%	0.2%
39 Theology & Religious Vocations	0.0%	0.0%	0.0%
40 Physical Sciences	2.9%	2.3%	1.0%
41 Science Technologies/Technicians	0.0%	0.0%	0.0%
42 Psychology	3.0%	3.1%	3.4%
43 Homeland Security, Law Enforcement, Firefighting, & Related Protective Services	0.6%	0.5%	0.0%
44 Public Administration & Social Service Professions	1.7%	1.6%	1.3%
45 Social Sciences	8.6%	8.4%	6.4%
46 Construction Trades	0.1%	0.1%	0.0%
47 Mechanic & Repair Technologies/ Technicians	0.0%	0.0%	0.0%
48 Precision Production	0.0%	0.0%	0.0%
49 Transportation & Materials Moving	0.4%	0.4%	0.0%
50 Visual & Performing Arts	3.4%	3.7%	2.6%
51 Health Professions & Related Clinical Sciences	4.9%	5.2%	4.0%
52 Business, Management, Marketing & Related Support Services	17.4%	17.1%	16.1%
54 History	1.5%	1.5%	1.1%
60 Residency Programs	0.0%	0.0%	0.0%
90 Undeclared	1.6%	2.0%	0.1%
97 Unknown Field of Study	1.1%	1.9%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table A2-3

## Percentage of major fields of study – Graduate (U.S. citizens or permanent residents) – For-Credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
01 Agriculture, Agriculture Operations & Related Science	0.9%	1.5%	0.8%
03 Natural Resources and Conservation	1.2%	1.0%	0.5%
04 Architecture & Related Services	5.5%	7.5%	1.5%
05 Area, Ethnic, Cultural & Gender Studies	1.1%	0.8%	0.5%
09 Communication, Journalism & Related Programs	0.6%	0.7%	0.5%
10 Communications Technologies/ Technicians & Support Services	0.0%	0.0%	0.0%
11 Computer & Information Sciences & Support Services	0.4%	0.3%	0.0%
12 Personal & Culinary Services	0.0%	0.0%	0.0%
13 Education	2.9%	3.9%	3.5%
14 Engineering	0.8%	1.1%	0.5%
15 Engineering Technologies/Technicians	0.0%	0.1%	0.0%
16 Foreign Languages, Literatures & Linguistics	1.9%	1.6%	1.3%
19 Family & Consumer Sciences/Human Sciences	0.2%	0.7%	0.0%
22 Legal Professions & Studies	5.2%	4.5%	4.5%
23 English Language & Literature/Letters	0.3%	0.2%	0.0%
24 Liberal Arts & Sciences, General Studies	0.0%	0.0%	0.0%
25 Library Science	0.3%	0.4%	0.0%
26 Biological & Biomedical Sciences	1.1%	0.9%	0.3%
27 Mathematics & Statistics	0.0%	0.0%	0.0%
28 Reserve Officer Training Corps (J/ROTC)	0.0%	0.0%	0.0%
29 Military Technologies	0.0%	0.0%	0.0%
30 Multi/Interdisciplinary Studies (excluding International/Global Studies, which should be reported separately under code number 30.2)	0.3%	0.2%	0.0%
30 (30.2) International/Global Studies	0.0%	0.0%	0.0%

31 Parks, Recreation, Leisure & Fitness Studies	0.2%	0.1%	0.0%
32 Basic Skills	0.0%	0.0%	0.0%
38 Philosophy and Religious Studies	0.1%	0.0%	0.0%
39 Theology & Religious Vocations	0.0%	0.0%	0.0%
40 Physical Sciences	2.4%	2.5%	1.6%
41 Science Technologies/Technicians	0.0%	0.0%	0.0%
42 Psychology	0.3%	0.3%	0.0%
43 Homeland Security, Law Enforcement, Firefighting, & Related Protective Services	0.0%	0.0%	0.0%
44 Public Administration & Social Service Professions	6.4%	9.4%	1.8%
45 Social Sciences	2.1%	1.7%	0.8%
46 Construction Trades	0.0%	0.0%	0.0%
47 Mechanic & Repair Technologies/ Technicians	0.0%	0.0%	0.0%
48 Precision Production	0.0%	0.0%	0.0%
49 Transportation & Materials Moving	0.0%	0.0%	0.0%
50 Visual & Performing Arts	3.1%	3.4%	2.1%
51 Health Professions & Related Clinical Sciences	21.6%	18.7%	14.6%
52 Business, Management, Marketing & Related Support Services	39.8%	36.9%	40.2%
54 History	1.2%	1.1%	0.8%
60 Residency Programs	0.0%	0.0%	0.0%
90 Undeclared	0.0%	0.0%	0.0%
97 Unknown Field of Study	0.2%	0.3%	0.0%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

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Please contact Keri Ramirez, Managing Director of Studymove for more information:

**Email:** [keri@studymove.com](mailto:keri@studymove.com)

**Telephone:** +612 6100 4121

**Web:** [www.studymove.com](http://www.studymove.com)





This report was prepared by Davina Potts, Keri Ramirez and Dimity Huckel at Studymove Consultants.

Please contact us if you have a question or require additional information about this report.

**The suggested acknowledgement & citation for this study is:**

Huckel, D., Potts, D., Ramirez, K. (2016). *BTAA International Learning Mobility Benchmark, 2016*. Sydney, Australia: Studymove.

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## STUDYMOVE CONSULTANTS

Email: [davina@studymove.com](mailto:davina@studymove.com) and [keri@studymove.com](mailto:keri@studymove.com)

Web: [www.studymove.com](http://www.studymove.com)